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ABSTRACT

A set of nine teacher-prepared Learning Activity Packages for individualized instruction at the tenth grade level includes the following units: Early Man and the Beginning of Civilization; Our Heritage from Greece and Roman Life in the Middle Ages; The Renaissance and the Reformation; Revolution; World at War; Totalitarianism; New World Settlement and Colonial Growth; and Revolution and the Birth of a Nation. The materials, written at or above 10th grade level, are particularly suited for well-prepared students who definitely plan further education in a college after high school, who have better than average grades, and who will do more than the minimum required work. Each unit contains a rationale, a list of behavioral objectives, resources, activities, self-evaluation tests, and suggestions for advanced study. (Author/KSM)

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LEARNING

ACTIVITY

PACKAGE

EARLY MAN AND THE BEGINNING OF CIVILIZATION

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SP007561

Ninety Six High School
Ninety Six, S.C.

SOCIAL STUDIES 104

REVIEWED BY J. Ritchi

LAP NUMBER 10

WRITTEN BY Jan[illegible] Burgdorf

1. You selected the level on which you wish to work. In selecting that level you automatically agree you will perform satisfactorily on that level.

2. You are urged to work on the highest level of your ability. If you are making less than A in your work, you will be encouraged to work up towards that level. You will be required to spend the allotted time on a LAP before going to the next LAP. If you have proved your ability to work on a higher level, you may request to move to a higher level.

3. Those students working on level 4 and achieving an "A" average may move from LAP to LAP as rapidly as they wish and receive a units credit when the required work is complete. When a student completes the LAP in one unit area, he will automatically start on the LAPs in the next grade level of that subject.

4. No student may advance faster than the allotted time except that covered in the items above. Students are encouraged to do better work in the levels of their selection or move to the next higher level.

5. You must satisfactorily complete all LAPs listed below to receive a unit credit in the subject.

6. Your parents will be mailed a Deficiency Notice when you:
(a) recycle three times on any test, (b) fail to move into the next LAP within 2 weeks of the date specified, (c) consistently turn in work which is unsatisfactory for your level.

7. You will automatically be dropped to the next lower level when:
(a) you fall one full LAP behind, (b) three Deficiency Notices have been sent.

SUBJECT & LEVEL Social Studies 104

LAP No.	TITLE OR DESCRIPTION	SUGGESTED TIME	STARTED	COMPLETED
10	Early Man and the Beginning of Civilization	4 weeks		
11	Our Heritage from Greece and Rome	4 weeks		
12	Life in the Middle Ages	4 weeks		
13	The Renaissance and the Reformation	4 weeks		
14	Revolution	4 weeks		
15	The World at War	4 weeks		
16	Totalitarianism	3 weeks		
17	New World Settlement and Colonial Growth	4 weeks		
18	Revolution and the Birth of a Nation	4 weeks		

PREHISTORIC MAN

The Fertile Crescent became known as one of the cradles of civilization. The map shows the crescent as it appeared 5,000 years ago. It was long believed that the crescent was the site of the Garden of Eden because of it's fertile soil.

RATIONALE

"In the beginning, God..."----"Five, four, three, two, one, blast-off! "The events that have occured between these two periods are endless! These "recorded events" we call history.

Certainly there was a starting point in our lives--all of us were born. There was also a beginning or starting point for this world and universe. But how did it happen? How did man appear? How did man develop into a civilized being?

In this Learning Activity Package we shall look at these questions and try to relate the story of the beginning of man to where he is now--we shall start on our journey of the study of man and the development of our way of life. In so doing it is hoped that you will see that it is important for us to try to take a look at the past, hopefully, in order to try to plan for the future.

Instructions

Testing

1. Progress Test - After Section No. 2
2. LAP Test - After Section No. 4

Activities

1. Essays, must be written as follows:
   A. Use ink or typwriting
   B. Use correct grammar, spelling and punctuation
2. Maps must be neatly drawn and/or labeled
3. Charts must be neatly drawn and/or labeled
4. Head all work handed into your teacher according to the acceptable form allowed in your English classes.

Advanced Study

1. May be done for extra credit
2. See your teacher before beginning an advanced study project
3. All written advanced study must be completed neatly using correct English

Section I: THE CREATION OF THE WORLD AND OF MAN

BEHAVIORAL OBJECTIVES

1. After completing your prescribed course of study; you will be able to correctly define the following vocabulary words.

1. evolution	5. prehistoric time	9. B. C.
2. culture	6. nomads	10. A. D.
3. civilization	7. written records	11. lunar month
4. Ice Age	8. alphabet	

2. After completing your prescribed program of study, you will able to draw a map and indicate on it where the following types of early man lived.

a. East Africa man

b. Java man

c. Neanderthal man

d. Cro-Magnon man

e. Peking man

The map will be handed into your teacher and completed according to the directions for maps on the instruction sheet.

3. After completing the prescribed course of study you will be able to compare in a class discussion the theory of evolution and the Biblical story of man.

Unless otherwise indicated, fulfillment of the above Behavioral Objectives will be measured on the Progress and/or LAP Test.

Resources

(Any resources marked with an x are required)

Books

__x__ Mazour and Peoples, Men and Nations pp. 4-15, pp. 618-620

__x__ The Holy Bible, Genesis , chapters 1 and 2

Audio-Tapes

____ The Talking Book: Men and Nations pp. 4-15, pp. 618-620

Filmstrips

__x__ "Darwin Discovers Nature's Plan"

Self-Evaluation

I. Match the following by placing the letter each number.

___1. Ice Age	a."before the birth of Christ"
___2. A. D.	b. development from common ancestors
___3. B. C.	c. The advanced form of culture that the people of the four river valley attained.
___4. evolution	
___5. culture	d. the time from one new moon to the ne
___6. civilization	e. Four glacial periods that lasted fro 10,000 to 50,000 years
___7. lunar month	f. "After the birth of Christ"
	g. the way of life of a specific group people

II. Some of the theories listed below are theories from the Biblical story of man and some are Darwin's theorys of evolution. Beside each statement list B-if it is a theory of the Bible and a D-if it is Darwin's theory.

1. Environment effects the structure of species.

2. The world was made in 7 days.

Advanced Study

1. Write a book report of one page on the main ideas of one of the following books.
   a. Morris, Desmond, The Naked Ape
   b. Life Series, Evolution (Time Inc., N. Y., 1964)

2. Make a study of the development of religion(s) of early man and write a 150 word essay on the subject.

3. Make from materials you can find at home or elsewhere, several stone age man tools. (See p. 28 of World History and Cultures for drawings of early tools.)

4. Construct with toothpicks, matches, paper glue, or available materials a New Stone Age village you will find a picture of such a village on p. 11, Story of Nations.

Section II: HOW WE KNOW ABOUT EARLY MAN

BEHAVIORAL OBJECTIVES

1. After listening to a lecture on Star Fort, you will be able to write an essay (150 to 200 words) on the procedure that archaeologist follow in finding out about the past. This will be handed in to your teacher and completed according to the directions for essays on the instruction sheet.

Unless otherwise indicated, fulfillment of the above Behavioral Objectives will be measured on the Progress and/or LAP Test.

2. Upon completing your prescribed course of study you will in a small group discussion explain the methods used by archaeologist to learn about the past.

3. After completing your prescribed course of study, you will be able on a test to explain the difference in an archaeologist and an anthropologist.

Resources

(any resources marked x will be required)

Books

__x__ 1. Mazour and Peoples, Men and Nations, p.5

Audio-Tapes

__X__ Presentation on Star Fort

____ "The Talking Book: Men and Nations p.5"

Magazines

____ National Geographic, Sept, 1960

____ National Geographic, Sept, 1959

Self-Evaluation

I. True or False

Write T if the statement is true and F if the statement is false beside each number.

____1. An archeologist is a man who studies the past from written records.

____2. Archeologist are scientists who study modern man.

____3. Archeologists form conclusions by studying the bones of early man, bones of animals and weapons and tools of early man.

____4. An archeologist and an anthropologist are both scientists and do exactly the same kind of research.

____5. The skelton of a Revolutionary War soldier was found at Star Fort by archeologists.

II. List 5 steps that an archeologist follows in research.

Advanced Study

1. Write a book report of 150-200 words on the main ideas of one of the following books:
   a. Marek- The March of Archeology
   b. White- Lost Worlds
   c. Cavanna- Fancy Free

2. Explain what procedure you would follow to find out the culture of a South Carolina Indian.

3. Write a 100-150 word essay on advantages and disadvantages of being an archeologist.

4. Compare in a 150 word essay how the work of an archeologist differ from that of an antheopologist.

Section III

Behavioral Objectives

1. After completing your prescribed course of study you will be able to draw a map of Ancient Egypt and the Ancient Near East. On these maps you are to include (by name) the location of the following and be familiar with the size of each rive

A. Ancient Egypt

(1) Upper Egypt (4) Giza (7) Memphis

(2) Lower Egypt (5) Isthmus (8) Thebes

(3) Nile Delta (6) Nile River (9) Red Sea

(10) Mediterranean Sea.

B. Ancient Near East

(1) Fertile Crescent (draw it in) (4) Polestine (7) Tigris River

(2) Phoenecia (5) Sumer (8) Euphrates River

(3) Mesopotamia (6) Babylonia (9) Persian Gulf

(10) Medditerranean Sea

This map is to be handed in and completed according to the directions for maps on the instruction sheet.

2. After completing your prescribed course of study you will be able to explain why Egypt was truly the "Gift of the Nile."

3. After completing your prescribed course of study you will be able to explain the culture of the Egyptian people from the standpoint of (a) agriculture (b) occupation (c) handicraft (d) beliefs in after life

4. After completing your prescribed course of study you will be able to explain how various peoples of the Fertile Crescent have contributed to our culture in terms of the development of (a) architecture (b) engineering and science (c) law (d) the alphabet (e) the Bible

5. After viewing the filmstrip "The Birthplace of Civilization" you will be able in small groups to discuss in detail the following regarding the people of the early river valley civilizations.
(a) religion (b) occupation (c) government

Resources

(any marked x will be required)

Books

__x__ Mazour and Peoples, Men and Nations, pp. 10-57.

____ Rogers, Adams, Story of Nations pp. 15-43

Audio Tapes

____ Talking Book - Men and Nations pp. 17-33

____ "The Rise of Egyptian Civilization"

____ "The Fertile Crescent"

Filmstrips

__x__ "The Birthplace of Civilization"

__x__ "The Rise of Egyptian Civilization"

__x__ "Early Civilization"

Self-Evaluation

A. Using numbers 1-5 place the following rivers in their correct order according to size (Example: 1= largest; 5= smallest)

___1. Yellow River
___2. Indus River
___3. Tigris River
___4. Euphrates River
___5. Nile River

B. Name 5 of the groups of people who controlled the Fertile Crescent, before the Birth of Christ

1._____
2._____
3._____
4._____
5._____

C. True or False- Write T by the number if the statement is true and F if the statement is false.

___1. In dry seasons, the Nile River was the source of water for irrigation in Egypt.
___2. Egypt has been referred to as the "gift of the Nile" because of the yearly flooding of the Yellow River.
___3. Egypt was governed by an absolute monarchy.
___4. The common people were advisors to the pharaohs
___5. The pharaohs held all the power.
___6. The Middle Kingdom was also known as the Age of Nobles.

Advanced Study

1. Write a book report of 150-200 words on one of the following books:

   A. Meadowcraft, Enid L.- The Gift of the River

   B. Breasted, James H., The Conquest of Civilization

2. Compose a letter to Pharoah Ikhnaton giving him your reasons why you think his religious reforms will fail.

3. Draw a cartoon contrasting the wealth of an Egyptian pharoah with the poverty of an Egyptian peasant. Then in an essay of not more than 100 words contrast the differences in wealth of the various classes of people in Ancient Egypt with that among the classes in the United States today.

4. Draw a map showing Phoenician trade routes. Then in a 150-200 word essay show the relationship between these trade routes and Phoenician culture.

IV - EARLY CHINESE AND INDIAN CIVILIZATION

Behavioral Objectives

1. The city dwellers and their village were the backbone of Indian Society. After completing your prescribed course of study you will be able to explain how Indian village life has influenced India over the years.
2. After completing your prescribed course of study you will be able to explain the "Early Aryan Society" in terms of its problems and their solutions.
3. After completing your prescribed course of study you will be able to explain the occupations, social patterns, religion and inventions of Chinese Civilization.
4. China and India were considered advanced civilizations in 200 B. C., but are not among the most advanced nations in the world today. After completing your course of study you will be able to write a 200 word essay in which you will suggest reasons why China and India did not continue to be among the most advanced civilizations in the world today. This must be handed in to your teacher and completed according to the directions for essays in the instruction sheet.
5. After completing your prescribed course of study you will be able to explain how Hinduism, Buddhism and Confucius played a part in the lives of the people of this period in history.

Unless otherwise indicated, fulfillment of the above Objectives will be measured on the Progress and/or LAP test.

Resources

Books

__x__ Mazaur and Peoples, Men and Nations pp. 59-76, ch. 9 pp. 161-179

Filmstrips

__X__ "The Rise of Chinese Civilization"

Audio-Tapes

____ "The Talking Book: Men and Nations pp. 59-76"

Self-Evaluation

I. Place a T beside the statement if it is true and an F is the statement is false.

____1. Civilization in India developed in the valley of the Indus River.

____2. One of the basic beliefs of Hinduism is that moral living in one life will be rewarded by a happy future life.

____3. Buddhism is based on the teachings of Zaroastic

____4. Chinese civilization reached its peak during the Han dynasty.

____5. Confucius livei 500 years after Christ.

____6. The Indian Civilization and the Chinese Civilization arose in the Far East.

____7. The Chinese developed gunpowder.

____8. The Chinese weren't able to produce any books.

____9. The Assyrians built an efficient military empire.

____10. The Indian civilization contributed mathematics, manufacturing and literature to civilization.

Advanced Study

1. Write a book report of 150-200 words on one of the following books:

   A. Caldwell, John- China Coast Family

   B. Nicolay, Helen- China's First Lady

   C. Wong, Jade Snow- Fifth Chinese Daughter

2. Write a 150-200 word essay on the ideas of one of the following philosophers.

   A. Confucius

   B. Menicus

   C. Loo Tse

   D. Chung Tse

3. Compare in a 150-200 word essay the method by which silk is grown today with the method used in Ancient China.

4. Prepare an attractive bulletin board display showing aspects of the culture of people today in India and Nationalist China (Formosa)

5. Draw a map of India or of Communist China showing plains, plateaus, rivers, mountains, and major cities.

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LEARNING
ACTIVITY
PACKAGE

OUR HERITAGE

FROM

GREECE AND ROME

SØ 007 561

Ninety Six High School
Ninety Six, S.C.

SOCIAL STUDIES 104

REVIEWED BY J. Ritchie

LAP NUMBER 11

WRITTEN BY Jane B. Bungdon

Rationale

"Ancient Greece and Rome will live forever!" Historians seem to agree with this statement, but how can civilizations that ended over 2,000 years ago still live? The Greek and Roman civilizations do not still exist, yet their ideas still live: democratic government, the great philosophies of Socrates, Plato, and Aristotle, the dramas of Sophocles, the Latin language and many others.

In our first LAP we saw how early man came into being and first lived; and we realized the many contributions the Egyptians and early Chinese made to our civilization today. In this LAP we will take a special interest in the Greeks and Romans, because they were the first people in history to think and act in ways clearly similar to our own. While the Greeks were considered a creative and original group of people, the Romans were the "practical" group.

We will study Greece from the standpoint of its culture and government. We will try to get a general understanding of Roman culture, and in studying the reasons for the fall of the Roman Empire; we will compare the ideas to the present world situation.

Instructions

Testing

1. Progress Test - After Section No. 2
2. LAP Test - After Section No. 4

Activities

1. Essays, must be written as follows:
   A. Use ink or typwriting
   B. Use correct grammar, spelling and punctuation
2. Maps must be neatly drawn and/or labeled
3. Charts must be neatly drawn and/or labeled
4. Hand all work handed into your teacher according to the acceptable form allowed in your English classes.

Advanced Study

1. May be done for extra credit
2. See your teacher before beginning an advanced study project
3. All written advanced study must be completed neatly using correct English

Section I Greek Culture

Behavioral Objectives

1. After completing your prescribed course of study, you will be able to define or match the following terms on a test.

   (a) Pericles (d.)fresco (g.) Sparta
   (b) Aristocracy (e.) tyrants (h.) sophist
   (c) democracy (f.) Mediterranean (i.) totalitarian
   (j) helots
   (k) Athens

2. After completing your prescribed course of study, you will be able to explain how geography influenced Greek civilization in the following ways.

   (a) rise of city states (c) relationship with people of other geographical locations
   (b) trade
   (d) architecture

3. After completing your prescribed course of study you will be able in small group discussions to explain how Greeks, despite their division into city states for most of their history they were bound together by----

   (a) common ancestry
   (b) literature (c) religion

4. The Greeks are noted for contributing many cultural achievements to civilization. Upon completing your prescribed course of study you will be able to list on a test at least four Greek cultural achievements that have influenced western civilization today.

5. After completing your prescribed course of study you will write a 200 word essay to suggest why the Greeks were superior in regards to their classical learning. This essay will be handed in to your teacher and completed according to the directions for essays on the instruction sheet.

Resources

(any resources marked with an X are required)

Books

X ___ Mazour, Men and Nations pp. 108-122 and chapter 5

X ___ Rogers, Story of Nations pp. 71-105

___ Roselle, A World History pp. 76-141

Audio Tapes

___ The Talking Book- Men and Nations

Filmstrips

X ___ "Our Heritage from Greece"

Self-Evaluation

I. True or False

Write true if the statement is true and False if the statement is false beside each number.

_____ 1. Frescoes are paintings

_____ 2. The Greeks were the world's first great dramatist.

_____ 3. A totalitarian form of government is another form of democracy.

_____ 4. Thales is the "father of natural science."

_____ 5. The Greeks didn't feel that classical learning was based on reasoning.

II. Matching- Place the correct letter beside each number.

____ 1. Hellenic	(a) author of The Republic
____ 2. Homer	(b) considered by many to be the world's greatest philosopher
____ 3. Partheon	(c) the most perfectly designed structure ever built
____ 4. Plato	(d) great Greek poet
____ 5. Socrates	(e) name given to the Greek city-states culture.

Advance Study

1. Write a book report of 150-200 words on the main ideas of one of the following books.
   (a) Hamilton- Echo of Greece
   (b) Quennell- Everyday things in Ancient Greece
   (c) Mireaux- Daily life in the time of Homer
   (d) Stuart- Girl through the Ages
2. In a 200 word essay compare the Olympic games of the Greeks and today's Olympics. This essay should compare the leading events of competition and the purpose of both ancient and contemporary Olympic games.
3. In a two minute oral report given to the teacher, discuss Greek gods and mythology. Stress should be put on the importance of religion to the Greeks in their daily lives.
4. After reading "Crete, Cradle of Western Civilization" in November 1953- National Geographic and "The Aegian Isles: Poseidon's Playground," December 1958- National Geographic you can write a 200 word essay on these two articles.

Section II Greek Government

Behavioral Objectives

1. After completing your prescribed course of study you will be able in small groups to discuss the following different types of government in the city states.
   (a) democracy (mainly how it developed in Athens)
   (b) dictatorship (tyrants)
   (c) aristocracies or abligarchies
2. After completing your prescribed course of study you will be able to compare on a test Athenian democracy to ours.
3. After completing your prescribed course of study you will write a 150-200 word essay contrasting the city-states of Athens and Sparta from the following standpoints:
   (a) government (c) social classes
   (b) military service (d) education
   This will be handed in to your teacher and completed according to the directions for essays.
4. There were many reasons why Greek democracy failed, upon completing your prescribed course of study, you will be able to explain why democracy failed in Greece.

Resources (any marked X will be required)

Books

X___ Mazour- Men and Nations pp. 82-122
____ Habberton- World History and Culture pp. 66-91
____ Wallbank- Living World History pp. 63-89
____ Rogers- Story of Nations pp. 71-105

Audio Tapes
____ Talking Book- Men and Nations pp. 59-76

X___ Lecture-Different Types of Government in the City-States
X___ Lecture- Comparison of Athens and Sparta

Filmstrips
X___ Life in Ancient Greece X___ Our heritage From Greece
X___ The Hellenistic Greeks

Self-Evaluation

I. Multiple Choice

Four possible answers are supplied for each of the following statements and questions. Draw a circle around the best answer.

1. A city-state is (a) the same as an acropolis (b) an independent political state with its own acropolis and land (c) a wealthy city (d) a military state

2. The Greek city-states experimented with many types of government from the 8th century to the 5th century. One of there types of monarchy is best defined as: (a) Rule by a small number of wealthy men (b) rule by one man (c) rule by a king who gained power by inheritance (d) Rule by citizens.

3. An atheaian political reformer who succeeded in giving the common more participation in government was (a) Fericles (b) Solon (c) Aristophanes (d) Lycurgus

4. Sparta and Athens differed in all of the following except (a) type of government (b) willingness to try new ideas (c) owning of slaves (d) emphasis on military power.

5. A fortified area on top of a hill where temples were constructed is known as : (a) A Delphi (b) an Acropolis (c) a polis (d) a partheon

II. True-False Write T or F beside each number

_____ 1. The world's first true democracy began in Sparta.
_____ 2. Athenian democracy was direct democracy.
_____ 3. The development of democracy in Athens resulted from the reforms of four leaders.
_____ 4. Sparta was the leading military state in Greece.
_____ 5. Greek trade and commerce grew after the defeat of the Persians.

Advance Study

1. Write a book report of 150-200 words on one of the following books:

   A. Mills- Book of the Ancient Greeks

   B. Guerber- Story of the Greeks

   C. Plutarchus- The lives of the noble Grecians

   D. Herodotus- The history of Herodotus

2. On an outline map of Greece and Asia that your teacher will give you, you can reproduce the routes of the Persian forces and mark the various battlefields.

3. After reading Aeschylus' drama The Persians you will give a 5 minute oral report to the teacher.

4. After reading the article "Athens: Golden Past and Busy Present" in July, 1963 National Geographic in a 200 word essay explain the ruins of ancient Greece found in Athens and the temple of contemporary Athens.

5. Demosthenes led the Athenians in their opposition to Philip of Macedon. In his masterful speeches he tried to warn his fellow citizens not to become slaves to Philip's army. After reading these speeches you can read aloud and explain one of the speeches to the teacher.

Section III Roman Culture

Behavioral Objectives

1. After completing your prescribed course of study you will define how Greek culture influenced Roman architecture and/or you will make photos and draw pictures of homes in this area that depict Roman architecture. This will be handed in to your teacher and completed according to the directions for charts on the instruction sheet.
2. Upon completion of your prescribed course of study you will be able on a test to write a 200 word essay and discuss where and how Roman law is affecting the world today.
3. When we hear the word Christianity- The Romans immediately come to our minds. After completing your prescribed course of study you will be able in small groups to discuss the effects that the Romans had on Christianity.
4. The Roman language is often thought of as the language of romance. After completing your prescribed course of study you will be able to discuss on a test the origin of the Roman language and how it relates to Latin and other languages.
5. After completing your prescribed course of study you will be able in small groups to discuss how our way of life in the 20th century is a product of Ancient Greece and Rome.

Resources

X 1. Mazor- Men and Nations pp. 123-160

X 2. Rogers-Story of Nations pp. 123-133

X 3. Habberton- World History pp. 92-97

Audio Tapes

___ The Talking Book: Men and Nations

___ Roman Law's Effect on the 20th Century

___ The Effects the Romans had on Christianity

Filmstrips

X Life in Ancient Rome

___ "Odyssey- J. Handy Organization

___ "Illiad" -J. Handy Organization

X "Rome"- Our Heritage from the Old World Series

Self-Evaluation

I. Matching- Place the correct letter beside each number

____ 1. Greeks (a) a very practical group of people

____ 2. Cicero (b) awe-inspiring example of Roman architecture

____ 3. Forum (c) a very creative group of people

____ 4. Virgil (d) the father of Latin prose

____ 5. Romans (e) author of The Aeneid

II. True or False Place T or F beside each statement

____ 1. The Romans did not show as much originality in art, literature and science as did the Greeks.

____ 2. Latin had little influence on modern language.

____ 3. The Aeneid is a poem which was written to stir up patriotism.

____ 4. The Roman Empire was noted for its good highways

____ 5. The Romans developed a system of law which served the entire Empire.

Advance Study

1. Give an oral book report on one of the following books:
   A. Butterfield- Ancient Rome
   B. Showerman- Rome and the Romans
   C. Samachson- Rome
   D. Hamilton- Roman Way
2. Read the article "The Enigmatic Etruscans" in Cattrell's book The Horizon Book of Lost Worlds, and the article titled "The Gay, Gifted Etruscans" in Life's edition of The Epic of Man. After studying these two articles write a one page essay on the Etruscans.
3. The foundation of Roman law was the Twelve Tables. In a two minute oral report in class discuss the justice of the punishments described in the Twelve Tables.
4. Make a chart of the government of the Roman Republic. All the governing bodies (the Senate, the Assembly of Centuries, the Assembly of Tribes) as well as the officials who ran the government (consuls, praetors, etc.) should be included in the chart.

Section IV The Rise and Fall of the Roman Empire

Behavioral Objectives:

1. After completing your prescribed course of study, you will be able to outline orally how the Romans established a republic.
2. After completing your prescribed course of study explain in small group discussions how Rome gained control of Italy and later became a world power during the time it was a republic. This will be done in a 200 word essay.

   This essay is to be handed in and completed according to the directions for essays on the instruction sheet.
3. After completing your prescribed course of study, you will be able in small group discussions to describe the effects Roman Expansion had on the Roman Republic.
4. After completing your prescribed course of study you will be able to list on a test the factors that contributed to the rise of the Roman Empire.
5. After completing your prescribed course of study you will be able to explain orally to the teacher the factors that contributed to the fall of the Roman Empire.
6. Many people compare the rise and fall of the Roman Empire with the United States today. In a 200 word essay on a test you will discuss if the United States today should be compared with the rise and fall of the Roman Empire and if so why?

Resources

Books

1. X Mazour- Men and Nations pages 123-160

2. ____ Rogers- Story of Nations pages 108-140

3. ____ Petrovich- The Human Achievement pages 70-95

4. ____ Habberton- World History and Culture pages 109-121

Audio-Tapes

____ Lecture on Roman Expansion

____ Lecture on The Rise and Fall of the Roman Empire

Filmstrips

X "The Roman Empire" SVE (orange box) # A 381-7C

____ "The Roman Empire" SVE # A381-8C

Self-Evaluation

I. True and False Place T or F beside each number.

____ 1. The Latins conquered the native people of central Italy and founded the city of Rome.

____ 2. The increasing gap between the rich and the poor was one of the factors that led to the fall of the Roman Republic.

____ 3. The patricians were the lower class in Rome during the Republic.

____ 4. Rome changed from an agricultural city-state to a commercial empire.

____ 5. The Appian Way was a magnificent road in Greece and was used a great deal for military purposes.

____ 6. Augustus was an able ruler who did much to make the period one of peace and prosperity.

____ 7. Economic conditions became better after the Roman Empire declined.

____ 8. As the Roman Empire declined the army began to dominate the emperors and civil war became common

____ 9. The Romans revolted against the harsh rule of the Etruscan kings.

____10. Nero was one of the Roman emperors we remember.

Advance Study

1. Write a book report of 150-200 words on one of the following books:
   a. Judson- Caesar's Army
   b. Foster- Augustus Caesar's World
   c. Snedeker- Forgotten daughter
   c. Church- Lucius
2. Construct a time line of the Roman emperors.
3. Write a 200 word essay and compare the way of life of the patricians of Rome to the way of life of the plebeians.
4. Construct a chart of three victorious Roman Generals who became dictators. Sulla, Julius Caesar and Octavian are three of the more important ones. On this chart state the most important characteristics of each one.

LEARNING

ACTIVITY

PACKAGE

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SO 007 561

LIFE IN THE MIDDLE AGES

Social Studies 104

REVIEWED BY J. A. Pinkston

LAP NUMBER 12

WRITTEN BY Jane B. Burgdorf

11673 4

I N S T R U C T I O N S

Testing

1. Progress Test - After Section No. 2
2. LAP Test - After Section No. 5

Activities

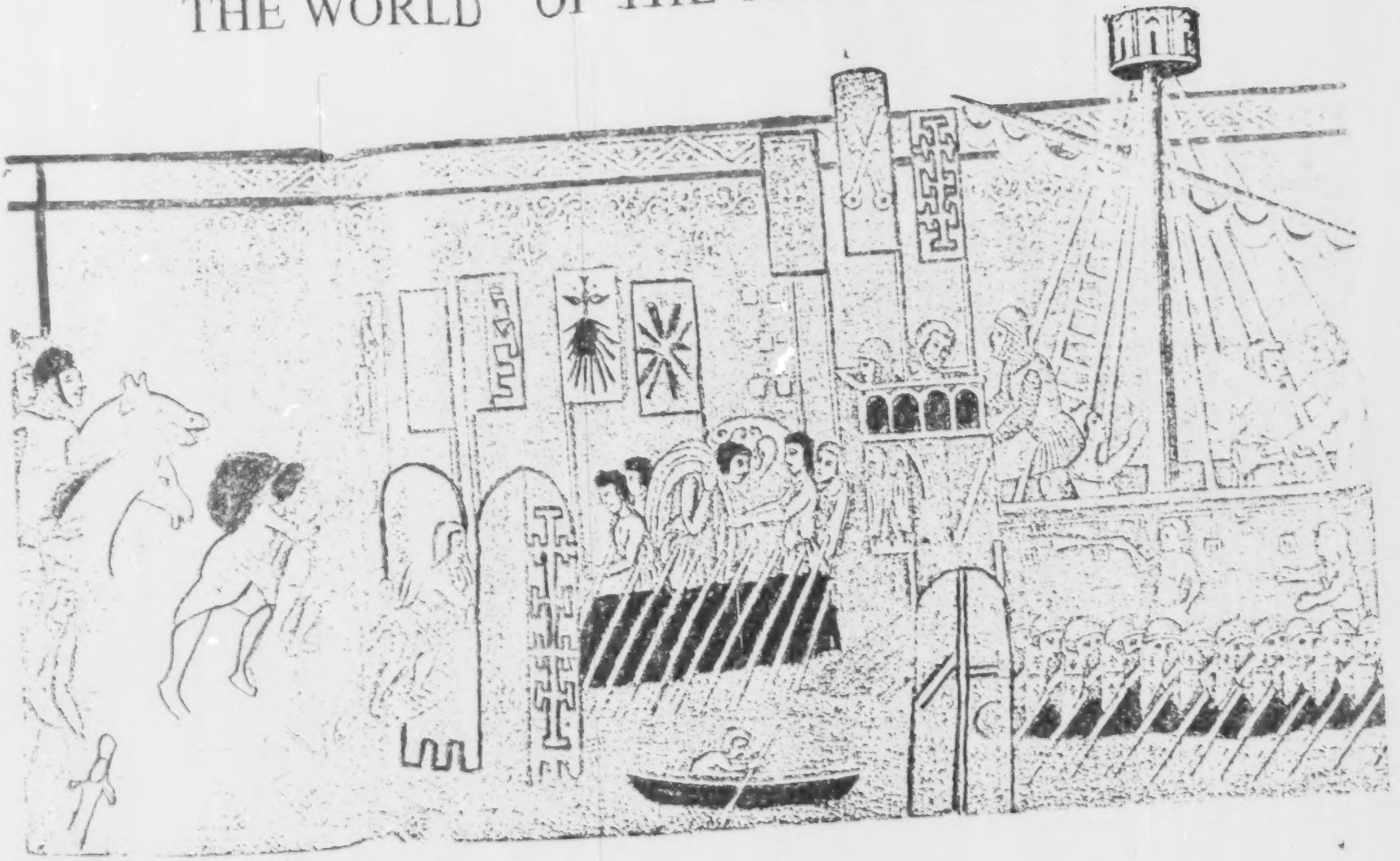
1. Essays, must be written as follows:
   A. Use ink or typewriting
   B. Use correct grammar, spelling and punctuation
2. Maps must be neatly drawn and/or labeled
3. Charts must be neatly drawn and/or labeled
4. Head all work handed into your teacher according to the acceptable form allowed in your English classes.

Advanced Study

1. May be done for extra credit
2. See your teacher before beginning an advanced Study
3. All writing advanced study must be completed neatly using correct English.

RATIONALE

THE WORLD OF THE MIDDLE AGES



Section I

Barbarian Invasion

BEHAVIORAL OBJECTIVES:

1. After completing your prescribed course of study, you will be able to define or match the following terms on a test.

   (a) Franks
   (b) Vikings
   (c) Clovis
   (d) Ostrogoths
   (e) Lombards
   (f) Treaty of Verdun
   (g) Donation of Pepin
   (h) Jutes
   (i) Charlemagne
   (j) Vandals

2. Upon completing your prescribed course of study, you will on a test discuss the ways in which the Germanic invasions destroyed Roman Civilization.

3. After completing your prescribed course of study, you will write a 200 word essay explaining how Charlemagne built and ruled a great empire. (This essay will be handed into your teacher and completed according to the directions for essays on the instruction sheet.)

4. After completing your prescribed course of study, you will be able in small group discussions, to explain how the Franks built a Medieval Empire.

Resources

Section I

(Any resources marked with an X are required)

Books:

__X__ , Mazour, Men and Nations, pp. 156-159, 188-198

_____ , Rogers, Story of Nations, pp. 133-137

__X__ , Roselle, A World History, pp. 167-168

Audio Tapes

_____ , "The Talking Book" - Men and Nations

Filmstrips

_____ , Old World Backgrounds - "The Nations Arise" -
(Cassette) - Eyegate
"King Charlemagne"

Self Evaluation

Section I

The Barbarian Invasion

True or False - Write true if the answer is true and false if the answer is false.

1. _____ The Angles, Saxons and Jutes invaded England.

2. _____ The Ostrogoths and the Lombards established themselves in Italy.

3. _____ Long before the fall of Rome, the Barbarians had been joining the legions and peaceably moving into vacant lands within the empire.

4. _____ The early Christians worshiped the emperor.

5. _____ Of all the Germanic tribes, only the Franks were able to establish a stable government during the Middle Ages.

6. _____ The reign of Charlemagne has sometimes been referred to as "a light in the Dark Ages."

7. _____ Charlemagne was very opposed to education.

8. _____ The period from the fall of Rome (476) until about 800 is known as the Dark Ages.

9. _____ The Treaty of Verdun settled the domains of Charlemagne among his grandsons.

10. _____ The invasions of the Roman Empire by Germanic tribes meant not only the destruction of the government of Rome, but the collapse of Roman culture as well.

Advance Study - Section I

1. Write a book report of 150-200 words as the main ideas of one of the following books.

   (a) Hartman - Medieval Days and Ways

   (b) Emerton - The Middle Ages

   (c) Pyle - Otta of the Silver Hand

2. Make a one page report on the article "A New Look at Medieval Europe" in the December, 1962, issue of National Geographic.

3. You may choose one of the following sections from this book and give an oral report to your teacher.

   The Drawn of European Civilization - Rue

   A. "Prelude to Empire: The Frankish Kingdom from the Merovingious to Pepin"

   B. "From the Vigorous North: The Horsemen and Their Forerunners"

   C. "The Great King: Charlemagne and the Casolingian Achievement"

4. Make a 1 page report on the article "900 Years Ago: The Norman Conquest" in the August, 1966, issue of National Geographic.

5. Draw a map and locate the places where the following tribes established kingdoms.

   (1) Franks

   (2) Lombards

   (3) Visigoths

   (4) Angles and Saxons

   (5) Ostrogoths

Section II

The Feudal System

BEHAVIORAL OBJECTIVES:

1. After completing your prescribed course of study, you will be able to define or match the following terms on a test.

   (a) Lord
   (b) vassal
   (c) page
   (d) serf
   (e) feud
   (f) squire
   (g) tournament

2. Upon completing your prescribed course of study, you will be able to discuss on a test the reasons why the feudal system rose and how it developed.

3. After completing your prescribed course of study, you will explain on a test how feudalism operated as a landholding system.

4. After completing your prescribed course of study, you will be able in small group discussions to explain if and how the manorial system satisfied the economic needs of the people of the Middle Ages.

5. After completing your prescribed course of study, you will list on a test the advantages and disadvantages of the feudal system of the Middle Ages and compare it to democracy in the United States today.

Resources - Section II

(Any resources marked with an X are required)

Books:

__X__ Mazour - Men and Nations, pp. 188-215

_____ Rogers - Story of Nations, pp. 174-187

_____ Roselle - A World History, pp. 171-177

__X__ The D Encyclopedia for Behavioral Objective No. 5

Audio - Tapes:

"The Talking Book" - Men and Nations

Filmstrips:

Old World Background - "Man Achieves New Freedoms" -

(cassette) Eyegate

"Knighthood"

"Life in a Medieval Castle" - McGraw - Hill

Self-Evaluation

Section II - Matching

The Feudal System

1. Northmen	(a) another name given to nobles
2. Vikings	(b) Charles Martel stopped them in their invasion of Europe
3. Magyars	(c) mock battles in which knights tried to prove their skill in the arts of war
4. Moors	(d) helped his lord in battle
5. manor	(e) an Asiatic people who invaded central Europe and settled in Hungary.
6. serfs	(f) major invaders to Europe from the Scandinavian countries
7. page	(g) another name for Northmen
8. squire	(h) the estate of the lord
9. joust	(i) another name for peasants
10. vassals	(j) the first step in training for knighthood

Advance Study - Section II

1. Write a book report of 150-200 words on the main ideas of <u>one</u> of the following books.

   (a) Davis - <u>Life as a Medieval Bounty</u>

   (b) Tappan - <u>When Knights Were Bold</u>

2. In Power's <u>Medieval People</u> choose one of the people described and make a one page report, such as the peasant or the housewife.

3. Make a two minute oral report to your teacher on the feudal courts (how decisions were reached, where they were held and how long did they last).

4. Discuss on a one page essay the stages a young boy followed to become a knight.

5. On a large piece of poster paper, draw a picture of a typical manor during the Middle Ages.

Section III

The Church and State

BEHAVIORAL OBJECTIVES:

1. Upon completing your prescribed course of study, you will be able on a test to explain the origins of Christianity and how Christianity came to dominate Europe.

2. After completing your prescribed course of study, you will write a one page essay explaining how the Catholic Church was organized and compare the problems and reforms of the Roman Catholic Church of the Middle Ages with those of the Catholic Church today.

3. After completing your prescribed course of study, you will list on a test the activities, functions, teachings, contributions and status of the church during the Middle Ages.

4. After completing your prescribed course of study, you will be able in small group discussions to explain the struggle that developed between the church and political rulers.

Resources - Section III

(Any resources marked with an X are required)

Books:

__X__ Mazour - Men and Nations, pp. 148-155, 203-215, 239-243

_____ Rogers - Story of Nations, pp. 187-192

_____ Roselle - A World History, pp. 161-164

Audio Tape:

_____ "The Talking Book" - Men and Nations

Filmstrips:

"Middle Ages" - Life

"Giotto Life of Christ" - Life

Self-Evaluation

Section III

The Church and State

1. The basis of the Christian religion rests on the teachings of _____.

2. Jesus was put to death on order of _____, Roman Governor of Judea.

3. In 313, the Emperor, _____, issued the _____, granting freedom of worship to all.

4. In 392, the Emperor _____ made Christianity the state religion.

5. _____ was the bishop of Constantinople.

6. The two type of clergy in the Catholic church were the _____ and the _____.

7. The church levied a direct tax, known as a _____.

8. The four major contributions of the church of the Middle Ages were:

   (1)

   (2)

   (3)

   (4)

9. _____ was the most powerful and influential organization during the Middle Ages.

10. The _____ was the head of the Roman Catholic Church.

Section III

Advance Study

1. Books:

   Write a book report of 150-200 words on the main ideas of one of the following books.

   (a) Mills - Middle Ages

   (b) Reade - Cloister and the Hearth

2. After studying a quotation given you by your teacher which summarizes the church of the Middle Ages, in a 1 page essay explain how this quotation illustrates the power of the church during the Middle Ages.

3. Make a chart of the church hierarchy of the Middle Ages, listings beside each one their function in the church.

4. Make either an oral report to your teacher or a one page written report comparing the problems and reforms of the Roman Catholic Church during the Middle Ages with those of the church today.

Section IV

The Crusades

BEHAVIORAL OBJECTIVES:

1. Upon completing your prescribed course of study, you will discuss on a test the causes of the Crusades in the Middle Ages.
2. After completing your prescribed course of study, you will write a 200 word essay discussing the four major Crusades from the standpoint of the year the Crusade started, the leaders, the route of the Crusade and the major events that took place.
3. After completing your prescribed course of study, you will be able to draw a map showing the route of the four major crusades.
4. After completing your prescribed course of study, you will explain in small group discussions the results of the Crusades.

Resources - Section IV

(Any resources marked with an X are required)

Books:

___X___ Mazour, Men and Nations, pp. 216-222

_____ Rogers, Story of Nations, pp. 192-197

_____ Roselle, A World History, pp. 188-191

Audio - Tapes:

_____ "The Talking Book" - Men and Nations

Filmstrips:

_____ "The Third Crusade" - McGraw - Hill

Self-Evaluation

Section IV - The Crusades

I. Fill in the blank.

1. The major cause of the Crusades was _____.
2. The Christians saw a chance to win back the Holy Land from the _____.
3. Between _____ and _____ there were four major Crusades.
4. The Third Crusade is sometimes called " _____ "
5. As a result of the effects the Crusades had on the history of Europe; they have been called, "the most successful _____ _____."
6. The Crusades weakened the system of _____.

II. Matching - Place the correct letter beside each number.

_____	7. The First Crusade	(a) organized by Venetian merchants
_____	8. The Second Crudade	(b) caused by the reconquest of Palestine
_____	9. The Third Crusade	(c) Led bv French and Norman Nobles
_____	10. The Fourth Crusade	(d) Led by the Holy Roman Emperor

Advance Study

Section IV - The Crusades

1. Write a book report of 150-200 words on one of the following books:
   A. Abbott - History of Conghis Kahn
   B. Eisenhower - Crusades in Europe
   C. Munro - Crusaders of New France
   D. Lamb - The Crusades
   E. Buehr - The Crusaders

2. In 1095 Pope Urban II called for a crusade to rescue Christendom in the East. After reading Peterson's Treasury of the World's Great Speeches give an oral report to the teacher on the Pope's reasons for calling the crusade.

3. After reading "Triumph to the First Crusade to the Holy Land" in the December 1963 issue of National Geographic, write an imaginary diary of a crusader on his way to the Holy Land.

4. Draw a poster advertising the Crusades. The object of the poster should be to recruit crusaders. A great variety of themes can be used - spiritual gain for the religious, cancellation of debt for the debtor, release from punishment for the criminal, commercial gain for merchants, adventure for the bored.

Section V

Guild System and Rise of Towns

BEHAVIORAL OBJECTIVES:

1. After completing your prescribed course of study, explain in small group discussions why there was a revival of trade in the Middle Ages and how the Medieval Fairs promoted trade.

2. Upon completing your prescribed course of study, you will exaplain on a test why the towns grew (from the standpoint of location); the characteristics of towns and how the towns were governed during the Middle Ages.

3. After completing your prescribed course of study, you will discuss on a test how the guilds regulated trade and industry.

4. After completing your prescribed course of study, you will be able on a test to explain the significant effects that the rise of towns had on the future developments in Europe.

5. After completing your prescribed course of study, make a chart comparing life in medieval towns with life in the cities today. (This chart will be handed in to your teacher and completed according to the directions for charts on the instruction sheet).

Resources - Section V

(Any resources marked with an X are required)

Books:

__X__ Mazour, Men and Nations, pp. 222-234

_____ Rogers, Story of Nations, pp. 197-206

_____ Roselle, A World History, pp. 195-206

Audio - Tapes:

"The Talking Book" - Men and Nations

Filmstrips:

__X__ Encyclopedia Britannica - The Towns and its Guilds

Advance Study - Section V

I. Books:

1. Mills, Middle Ages

2. Davis - Life on a Medieval Bounty

3. Hartman - Medieval Days and Ways

4. Pyle - Otto of the Silver Hand

II. Draw up a charter of regulations for a guild.

III. In a one page essay discuss the extent to which trade and cities are tied together. Information can be obtained from the Chamber of Commerce and City Hall. Some questions to ask would be:

What items are produced in the city that are consumed mostly outside the city?

What is the volume of goods made outside the city that is consumed in the city?

What products pass through the city destined for other places?

Self-Evaluation

Section V - LAP 12

Guild System and Rise of Towns:

True and False:

_____ 1. By the 12th century, there was a rapid expansion of trade and industry.

_____ 2. During most of the Middle Ages, the manor had been the self-sufficient unit.

_____ 3. With the increase in trade stimulated by the Crusades, the towns and cities grew in size and importance.

_____ 4. Most towns grew around monasteries and manors, where protection was available.

_____ 5. The Guilds were associations of merchants and craftsmen formed for purposes of regulation and mutual protection.

_____ 6. After towns developed the bourgeoisie became a less powerful force in European affairs.

_____ 7. Sometimes towns and cities formed leagues to further common causes.

_____ 8. The merchant guilds and the craft guilds were the two major guilds.

_____ 9. The growth of towns resulted in the increasing interchang of ideas and the growth of learning and culture.

_____10. Many serfs escaped to the towns where they became free.

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LEARNING ACTIVITY PACKAGE

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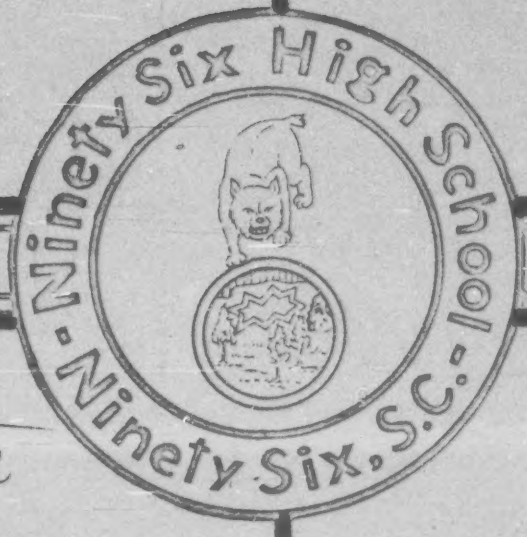
THE RENAISSANCE AND THE REFORMATION



World History | 10th

VIEWED BY

LAP NUMBER 13

WRITTEN BY Jane B. Burgdorf
Revised By Mary Ann Franklin

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EMERGENCE OF MODERN EUROPE

INSTRUCTIONS

The Teacher will designate INDIVIDUAL requirements to be met for completion of each LAP.

Activities:

1. Essays must to written as follows:
   A. Use ink or typewriter.
   B. Use correct grammar, spelling and punctuation.
2. Maps must be neatly drawn and/or labeled.
3. Charts must be neatly drawn and/or labeled.
4. Head all work handed in to your teaching according to the acceptable form allowed in your English classes.

Advanced Study:

1. This may be done for extra credit.
2. See your teacher before beginning an advanced study project.
3. All written advanced study work must be completed neatly, using correct English.

SECTION I The Renaissance Culture and Learning

OBJECTIVES:

1. After completing your prescribed course of study, you will define the following [illegible]
   a. Cosimo Medici
   b. Johann Fugger
   c. Francis Bacon
   d. William Harvey
   e. [illegible]
   f. Leonardo da Vinci

2. After completing your prescribed course of study, you will be able in small group discussions to explain the forces which gave rise to a revival of learning in Europe. (Critical Thinking)

3. After completing your prescribed course of study, you will be able to write a 200 word essay explaining how literature changed during the Renaissance.

   (This essay will be handed in to your teacher and completed according to the directions for essays on the instruction sheet.)

4. After completing your prescribed course of study, you will be able to discuss in small groups the different views of artists who made contributions in their fields during the Renaissance.

5. After completing your prescribed course of study, you will be able on a test to discuss in one essay the important developments in the field of science that occurred during the Renaissance.

RESOURCES - SECTION I

(Any resources marked with an X are required)

Books:

X Leinwand, The Descent of World History, chapter 9

X Mazour, Men and Nations, pp. 252-265

X Rogers, Story of Nations, pp. 219-229

___ Roselle, A World History, pp. 240-250

___ Gardner, Art Through the Ages, pp. 425-650 (in Library)

X Shippen, The Heritage of Music, pp. 29-49 (in Library)

X Moore, From Madrigal to Modern Music, pp. 29-49 (in Library)

Filmstrips:

___ McGraw-Hill, "Gutenberg and His Press" H 403/344

X Old World Backgrounds, "The Rebirth of Learning-The Renaissance" 37/H

X "The Three Great Eras of Mankind - Italian Renaissance"

Record Album - two recordings:
"Story of Great Music from the Renaissance" RA-45
(accompanying booklet richly illustrated)

Self Evaluation - Section I

True or False - Write down if the answer is true and false if the answer is false.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____ Printing began with Gutenberg during the Renaissance period.
8. _____ Copernicus was very interested in astronomy.
9. _____
10. _____

Advance Study - Section I

1. Write a book report of 100-200 words on the main ideas of one of the following books.
   1. Mills - Renaissance and Reformation Times
   2. Dickens -
   3. Mariana Griswold -
2. Write a one page essay on humanism and hand it in to your teacher.
3. After studying Gould, Early Renaissance: Fifteenth Century Italian Painting and Boren,
   Renaissance etc.
4. After reading Bergamini, "Discoveries," give a two minute oral report to the rest of the class on Copernicus, Kepler and Galileo advanced and
5. The invention of printing with movable type caused a revolution in learning and communication. Write a one page written report on Gutenberg's invention and include aspects of the

3. After completing [illegible] you will [illegible] in detail [illegible] in other countries [illegible] and England.

4. The [illegible] is known as [illegible] will explain in [illegible] this concept.

5. [illegible]

Books:

X Mazour, [illegible]

___ Rogers, [illegible]

X Rasells, [illegible]

___ Habberton, [illegible]

___ Wallbank, [illegible]

X Leinwand, [illegible]

Filmstrips:

X "The Protestant [illegible]"

Self-Evaluation - Section II

Matching - Place the correct letter beside each number.

1. John Wycliffe
2. Martin Luther
3. Catholic Reformation
4. John Knox
5. John Calvin
6. Puritans
7. French Huguenots
8. Protestant Reformation
9. Act of Supremacy
10. Jesuits

a. a group that worked to convert the heathen and win back those that had converted to Protestantism.

b. King Henry forced Parliament to pass an act in 1534 establishing a Church of England with himself as head.

c. another name for Counter-Reformation.

d. A German monk whose actions set off the Reformation.

e. a powerful sect who followed Calvin.

f. a man whose teachings stressed sobriety and stern religious discipline.

g. a man who spread Calvinism throughout Scotland.

h. another name for Protestant Revolution.

i. a group that followed the teachings of Calvin and eventually left England.

j. an English priest, had attacked the worldliness of church leaders and called for reform in the fourteenth century.

Advance Study Section II

1. Write a book report of 150-200 words as the main idea of one of the following books.
   a. Durant - The Reformation
   b. Bainton - [illegible]
   c. Fosdick - [illegible]

2. The Renaissance and Reformation were led by a great number of outstanding men. Write a short biographical sketch of two of the leading Renaissance figures.

3. The Peace of Augsburg in 1555 was settled according to the principle ("whosoever rules the territory, his religion shall prevail"). Make a list of some of the provisions of the Peace of Augsburg and state whether you think this was a good settlement.

4. You might write imaginary interviews with John Calvin, using the following questions: What do you mean by predestination? How does this differ with Catholic teaching? Who are the members of the "elect"? How do you feel about the persecution of the Huguenots in France?

5. Write imaginary dialogues between a Jesuit and a church leader at the Council of Trent.

Section III
Renaissance Trade and Exploration

BEHAVIORAL OBJECTIVES:

1. After completing your prescribed course of study, you will be able in small group discussions to explain the reasons for the overseas expansion of Europe during the Renaissance.

2. After completing your prescribed course of study, you will draw a map to identify the routes of major Spanish and Portuguese explorers and know the dates of each exploration.

   These maps will be handed in to your teacher and completed according to the directions for maps on the instruction sheet.

3. After completing your prescribed course of study, you will be able on a test to identify the major colonial powers during the Renaissance.

4. After completing your prescribed course of study, you will on a 200 word essay explain the results in Europe of the Age of Exploration.

   This essay will be handed in to your teacher and completed according to the directions for essays on the instruction sheet.

Section III

(Any resources marked with an X are required)

Books:

__X__ Mazour, Men and Nations, pp. 313-334.

__X__ Rogers, Story of Nations, pp. 229-236.

_____ Roselle, A World History, pp. 294-305.

__X__ Leinwand, The Pageant of World History

_____ Stuart, The Boy Through the Ages, pp. 187-208. (In Library)

_____

_____ Tunis - Weapons - pp. 66-83. (in Library)

Filmstrips:

__X__ Old World Backgrounds - "Age of Exploration" - (cassette) - Eyegate HK 37/I

Self-Evaluation - Section III

Fill in the blank. (Renaissance Trade & Exploration did these things.)

1. (a) Increased interest in the east

   (b) Advances in geographical knowledge

   (c) _____

   were the reasons for the overseas expansion of Europe.

2. Identify the Spanish Explorers:

   (a) _____ discovered the West Indies.

   (b) _____ discovered the Mississippi River.

   (c) _____ led the expedition that first sailed around the world.

   (d) _____ who discovered the Pacific Ocean in 1513.

   (e) _____ who explored and conquered Mexico in 1519.

3. Identify the explorers:

   (a) _____ sailed for England, and explored the northern coast of America in 1497.

   (b) _____ who sailed for Holland and explored the Hudson River in 1607.

4. (a) _____ (b) _____

   (c) _____ (d) _____

   were the major colonial powers.

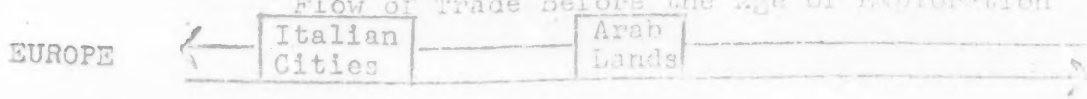
5. (a) _____ effects, (b) _____ effects,

   (c) _____ effects, were the results in Europe of the Age of Exploration.

Advance Study - Section III

1. Write a book report of 150-200 words on the main ideas of one of the following books.
   (a) Kamroff - One Hundred Days of Destiny
   (b) Brooke - The Renaissance
   (c) Dickens - Reformation and Society in 16th Century Europe
2. Choose one of the explorers and make a chart showing his activities. The chart should be divided by the following headings: name of the explorer, native country of the explorer, year(s) of sailing, land explored. This chart should be constructed from the map entitled "The Age of Exploration and Discovery" in the text.
3. Prepare a two minute oral report and give to your teacher on Henry the Navigator who was a great catalyst to exploration. An interesting article about him appears in National Geographic, "Prince Henry, the Explorer Who Stayed Home," November 1960.
4. The diagram below can be used to illustrate the role of the middleman and existing trade routes before the Age of Exploration. Write a one page essay stating what happened to the price of goods as they traveled between Europe and the Far East and how this situation was changed after Vasco da Gama's voyage to India. Also state what effects the new trade routes would have on Italians and Arabs.

Flow of Trade Before the Age of Exploration



Section IV

Rise of National States in Europe

BEHAVIORAL OBJECTIVES:

1. After completing your prescribed course of study, you will be able on a test to explain factors that contributed to the kings becoming more powerful during the Renaissance.

2. After completing your prescribed course of study, you will be able in small group discussions to explain how France became a strong national state. This should include:

   A. The Capetian Kings
   B. The Hundred Years' War
   C. The Bourbon Kings
   D. The Reign of Louis XIV

3. After completing your prescribed course of study, you will be able on a test to explain how Spain rose and declined as a strong national power.

4. After completing your prescribed course of study, you will draw two time lines. The first will be of the rulers that were responsible for Prussia becoming military autocracy and the second will be of the rulers responsible for Russia becoming an autocratic state.

   These time lines will be handed in to your teacher and completed according to the directions for maps on the instruction sheet.

5. After completing your prescribed course of study, you will be able in small group discussions to explain how the enlightened despots introduced reforms. This should include the accomplishments of:

   A. Frederick II
   B. Catherine the Great
   D. Joseph

Section IV Resources
(Any resource marked with an X is required)

Books:

X Mazour, Men and Nations, pp. 336-360; p. 207, pp. 234-236

___ Raselle, A World History, pp. 272-291

___ Wallbank, Living World History

X Habberton, World History, pp. 239-249.

X Leinwand, The Pageant of World History, chapter 10

Filmstrips:

X "Our Heritage from the Renaissance" H401/418

Self Evaluation Section IV

True or False: Write true or false beside each statement.

1. _____ The Devine Right theory was used by kings to justify their power.
2. _____ England was among the first countries in Europe to develop a strong central government.
3. _____ Monarchs in France during the medieval period built up the royal power in the 17th and 18th centruies where the King of France held absolute power.
4. _____ Frederick William made Prussia a major power in Europe.
5. _____ Frederick the Great made Prussia the strongest of the German states by building up a strong army.
6. _____ During the late middle ages, Russia was shaped into a strong national state by dynamic autocratic rulers.
7. _____ Catherine extended Russia's borders to the Black Sea in a war with the Turks.
8. _____ Frederick II of Prussia was the most brilliant of the enlightened despots.
9. _____ Autocrats are absolute rulers with unlimited power.
10. _____ Spain continued as a national power for several decades.

1. In a 200 word essay discuss the attitude held toward religious dissenters by Henry IV, Philip II, Louis XIV and Frederick the Great. Which of these kings was harmed by his attitude and which gained something?

2. The treaty of Westphalia and the Treaty of Utrecht provided for territorial changes in Europe. Two students may work together and draw maps of Europe in 1648 and in 1713 for the bulletin board.

3. Prepare a one page essay on Henry IV. The book recommended for such a report is Wilkinson, The Helmet of Navarre: The Story of King Henry IV of France.

4. Write some imaginary editorials for Russian newspapers that might have existed during the reign of Peter the Great or Catherine the Great. The title of the editorial might be, "Russia Needs a Window to the West." Russian expansion and the acquisition of warm-water ports should be advocated.

LAP

LEARNING

ACTIVITY

PACKAGE

So 007 561

REVOLUTION

World History 104

REVIEWED BY

LAP NUMBER 14

WRITTEN BY Jane Burgdorf

3673 5

RATIONALE

While autocratic rule was developing in England, as in other nations of Europe, there was a continuing struggle to limit the powers of the king.

This LAP is involved with the roles the English and French Revolution played in the development of Western Democracy. The effects of revolution is looked at from a positive as well as a negative standpoint. Napoleon is studied in this LAP in regard to the role he played in history and how his expressive thirst for power has rerlected on mankind. The effect the Industrial Revolution had on the decline of feudalism and the development of our present way of life is also emphasized.

SECTION 1 - Revolution

The English Revolution and Our Democracy

Behavioral Objectives

1. After completing your prescribed course of study, you will be able to discuss on a test the early limitations on royal authority. This should include the Magna Carta and The Model Parliament.
2. After completing your prescribed course of study, you will be able in a small group discussion to explain The Puritan Revolt. This should include the causes of the revolt, The Civil War of 1646, The Commonwealth and The Restoration.
3. After completing your prescribed course of study, you will explain in a 200-word essay the Glorious Revolution of 1688. This should include the Bill of Rights, The Toleration Act, the results of The Glorious Revolution and The Cabinet System. This essay will be handed in to your teacher and completed according to the directions for essays on the instruction sheet.
4. After completing your prescribed course of study, you will be able in small groups to explain how the American colonists fought autocracy.
5. After completing your prescribed course of study, you will discuss The Declaration of Independence on a test. This will include the reasons for the Declaration of Independence, and the basic ideas of the Declaration of Independence.
6. After completing your prescribed course of study, you will write a one-page essay explaining the reasons for the American victory and the results of the American Revolution.

[This essay will be handed in to your teacher and completed according to the directions for essays on the instruction sheet.]

SECTION 1 - Resources

(Any resources marked with an X are required)

Books

X Mazour, Men and Nations, pp. 366-383, 384-399.

Rogers, Story of Nations, pp. 262-278.

X Roselle, A World History pp. 367-377.

Daugherty, The Magna Charta

Sherburn - The Restoration and 18th Century pp. 1109.

American Heritage - Periodical - The Golden Book of the American Revolution.

Habberton, World History and Cultures pp. 240-253.

Audio-Tapes

____ "The Talking Book" - Men and Nations

Filmstrips:

____ "Western Europe Rebuilds"

"Keystones of European Unity"

"18th Century England"

"The Declaration of Independence"

"The Birth of Our Freedom"

SECTION I - Self-Evaluation

True or False.

_____ 1. The Magna Carta and The Model Parliament were two of the early limitations on Royal authority.

_____ 2. Under the rule of the Stuart monarchs, civil war broke out in England.

_____ 3. The Puritans under the leadership of Oliver Cromwell, set up a republic controlled by Parliament, called a commonwealth.

_____ 4. Charles' successor, his brother James II had converted to Catholicism.

_____ 5. The Toleration Act granted freedom of worship to all Catholics and Jews.

_____ 6. Over a period of years, the colonists in America felt that they were being denied their rights as Englishmen.

_____ 7. The writings and speeches of such men as Thomas Paine, who wrote Common Sense, persuaded many that the time had come for complete independence.

_____ 8. In 1781, the British commander Smith surrendered at Yorktown.

_____ 9. The American Revolution helped inspire the French Revolution.

_____ 10. The American Revolution helped to convince British officials that the colonial policies should be modified.

ADVANCE STUDY I - The English Revolution and Our Democracy

1. Construct a time line on the chalkboard and display important English constitutional events of the 1600's. The four acts to be included in the timeline are Petition of Right(1628), Habeas Corpus Act (1679), Bill of Rights (1689), and Act of Toleration (1689). Each act and its provisions should be thoroughly explained in a written statement accompanying the timeline.

2. When James I came to the throne of England he brought with him a firm belief in the Divine Right of Kings. After reading, "A Definition of [illegible] Divine Rights" in Hughes's book [illegible], write a one page essay comparing James I's conception of the divine right of kings with those of Bishop Bancroft.

3. Give a three-minute oral report to the teacher on the enclosure movement in England. Consult encyclopedia and books on British history.

4. Give a two-minute oral report to the teacher on Oliver Cromwell. A good biography to read is [illegible] Life of Cromwell, or Carr's Men of Power.

5. Books - Write a book review of 150-200 words as the main ideas of one of the following books:

   1. Fast - Citizen Tom Paine
   2. Hawthorne - The House of Seven Gables
   3. Hawthorne - Scarlet Letter
   4. Bass - Sweet Land
   5. Cavanna - A Spirit of Their
   6. Kennedy - Profiles in Courage

SECTION II - The French Revolution

Behavioral Objectives

1. After completing your prescribed course of study, you will discuss the conditions and causes in France that led to the French Revolution. This essay will be handed in to your teacher and completed according to the directions for essays on the instruction sheet.
2. After completing your prescribed course of study, you will explain in small groups the Achievements of the National Assembly.
3. After completing your prescribed course of study, you will list and explain on a test, reasons for the monarchy coming to an end.
4. After completing your prescribed course of study, you will explain on a test how the National Convention created a reign of terror and the results of the French Revolution.

RESOURCES

(Any resource marked with an X is required)

BOOKS

_X_ Mazour, Men and Nations pp. 401-410; 421-432

___ Rogers, Story of Nations pp. 319-336

___ Roselle, A World History pp. 395-409

_X_ Wallbank, A Living World History pp. 404-413

___ Habberton - World History and Cultures pp. 257-269

___ Leinwold - The Pageant of World History pp. 340-353

AUDIO-TAPES

"The Talking Book" - Men and Nations

FILMSTRIPS

_x_ "France in the 18th Century"

___ "The Years of Revolution

SELF-EVALUATION 2

I. Fill in the blanks.

1. The period of autocracy in Europe is often referred to as the _____ _____.

2. The three conditions in France that led to the French Revolution were

   1. _____ (conditions)
   2. _____ (conditions)
   3. _____ (conditio

3. France was the center of the philosophic movement known as the Intellectual Revolution or the _____.

4. The National Assembly set forth a statement of democratic principles in the famous _____.

5. The National Convention (1792-1795) created a _____.

Some felt the revolution had not gone far enough,

7. The _____ represented the wealthy middle class.

8. The _____ were a more radical group which was supported largely by the city workers.

9. The National Assembly created a limited monarchy with the _____.

10. Democratic ideals, _____, _____ were the results of the French Revolution.

ADVANCE STUDY 2

1. Write a two-page essay and discuss the similarities and differences of the English, American and French Revolutions.

2. Prepare an imaginary news article from a Paris newspaper on July 14, 1789. You can read Snyder's book A Treasury of Great Reporting, "Pistol in Hand, the French Journalist, Desmoulin, Incites the Mob of Paris to Storm the Bastille."

3. Write a 2 page essay comparing the Declaration of the Rights of Man with the English Bill of Rights and the American Declaration of Independence.

4. The Reign of Terror is an excellent example of the misuse of power. Write a one page report on the reasons for the terror and the extent of its effects.

5. Books - Write a book report of 150-200 words as the main ideas of one of the following books:

   1. Du Maurier - The Glass-Blower
   2. Dumas - Man in the Iron Mask
   3. Hugo - Hunchback of Notre Dame
   4. Williamson - Jacobin's Daughter
   5. Yaukey - The Song in the Streets

SECTION 3 - How Did Napoleon Change the Course of History

Behavioral Objectives

1. After completing your prescribed course of study, you will be able in small groups to discuss how Napoleon rose to power.

2. After completing your prescribed course of study, you will be able to discuss the domestic reforms of Napoleon in terms of:
   a. The Code Napoleon
   b. Centralization of Government
   c. Financial Reforms
   d. Encouragement of Education
   e. Religious Toleration

[This will be handed in to your teacher and completed according to the instruction sheet.]

3. After completing your prescribed course of study, you will be able in small groups to explain how Napoleon won control of Europe.

4. After completing your prescribed course of study, you will be able on a test to discuss the reasons for Napoleon's downfall.
   a. Napoleon's character
   b. Nationalism
   c. The Continental System
   d. Military Upsets
   e. The Battle of the Nations
   f. The Hundred Days

5. After completing your prescribed course of study, you will be

(cont')

SECTION 3

Objectives (cont')

able to discuss in a one page essay the influence Napoleon had on Europe in terms of:

a. The harm done by Napoleon

b. The benefits of the Napoleonic Era

[This will be handed in to your teacher completed according to the instruction sheet.]

RESOURCES 3

(Any resource marked with an X are required)

BOOKS

X Mazour, Men and Nations pp. 410-417; 417-421

___ Roger, Story of Nations pp. 337-341

___ Roselle, A World History pp. 413-419

X Horizon Magazine - The Horizon Book of the Age of Napoleon

___ Haaren - Famous Men of Modern Times

Wallbank, Living World History pp. 414-418

Habberton - World History and Cultures pp. 269-272

AUDIO -TAPES

"The Talking Book" - Men and Nations

FILMSTRIPS

___ "Home Life in France"

SELF-EVALUATION 3

How Did Napoleon Change the Course of History

TRUE OR FALSE

_____ 1. Few men have had as much influence on history as Napoleon Bonaparte.

_____ 2. The period from 1799 to 1815 is called the Napoleonic Era.

_____ 3. Napoleon created a unitary form of government, in which local officials were appointed by and responsible to the national government.

_____ 4. Napoleon was a shrewd and able leader who maintained the support of the French people throughout his career.

_____ 5. Napoleon was very opposed to reforms.

_____ 6. Napoleon established Europe's first public school system.

_____ 7. Despite the fact that Napoleon was a dictator, he did much to further the cause of democracy.

FILL IN THE BLANKS

8. The reasons for Napoleon's downfall were (1) _____, (2) _____, (3) _____ (4) _____.

9. In 1798 Napoleon's fleet suffered a crushing defeat in the _____.

10. Napoleon suffered his final crushing defeat at the _____ _____.

ADVANCE STUDY 3

How Did Napoleon Change the Course of History

1. Give a two-minute oral report to the teacher discussing the important domestic reforms that were made during Napoleon's rule.

2. Write a two page essay evaluating through British eyes the struggle between France and Britain during the Napoleonic Era. The significance for England of Trafalgar, the War of 1812, the Continental System, and the Battle of Waterloo should be included in this essay.

3. Write a paper evaluating Napoleon's government. In order to evaluate the government. (The following questions should be answered)

   1. Did Napoleon place personal power above the welfare of France?
   2. Did his coup d' etat har France?
   3. Did his attitude toward religion make him a less effective ruler?
   4. Were his laws a great accomplishment?
   5. Was he a military genius?

4. Give a two minute oral report in detail on some of Napoleon's military engagements.

5. Books - Write a book report of 150-200 words on the main ideas of one of the following books.

   Butterfield - Napoleon

   Lockhart - History of Napoleon Bonaparte

   Wheeler - Napoleon

SECTION 4 - How did the defeat of Napoleon lead to the Age of Reaction

Behavioral Objectives

1. After completing your prescribed course of study, you will discuss in small groups how the Congress of Vienna tried to restore the old regime.
2. After completing your prescribed course of study, you will explain in a 100 word essay how the Revolutions broke out against the Metternich System.

   [This essay will be handed in to your teacher and completed according to the directions for essays on the instruction sheet.]

3. After completing your prescribed course of study, you will explain on a test the results of the Revolution of 1848.

RESOURCES 4

(Any resource marked with an X is required.)

BOOKS

X Mazour, Men and Nations pp. 417-438, 464

___ Rogers, [illegible]ry of Nations pp. 344-346

X Roselle, A World History pp. 419-423

___ Haaren - Famous Men of Modern Times

___ Horizon Magazine - The Horizon Book of the Age of Napoleon

Wallbank - Living World History pp. 427-441

AUDIO-TAPES

___ "The Talking Book" - Men and Nations

FILMSTRIPS

___ "France" - McGraw-Hill

SELF-EVALUATION 4

I. Fill in the blanks.

1. The attempt to reverse the trend of history, lasting from 1815 to 1848, is referred to as the _____.

2. The delegates to the _____(1815) met to redraw the map of Europe and to restore monarchs to the thrones they had lost.

3. _____ was the leading reactionary figure during the Age of Reaction.

II. Matching.

____ 1. Metternich System

____ 2. Quadruple Alliance

____ 3. Simon Bolivar

____ 4. Monroe Doctrine

A. warned the Alliance that an attempt to intervene in the Western Hemisphere would be considered an unfriendly act.

B. Austria, Great Britain, Prussia, and Russia joined to suppress popular uprisings.

C. stifled nationalism and democracy in Austria.

D. a South American revolutionist.

III. True or False.

_____ 1. The Metternich system was overthrown in 1848.

_____ 2. While most of the revolutions were crushed, the revolutions of 1848 had far-reaching effects on the history of Europe.

ADVANCE STUDY 4

1. Write a one page report on one of these topics:

   a. Napoleon's invasion of Russia

   b. The Hundred Days

   c. the aftermath of Napoleon's rule

2. Write a one page essay on four of Napoleon's main accomplishments as First Consul.

3. In a two minute oral report explain to the teacher what the Continental System was during Napoleon's reign.

4. Books - Write a book report of 150-200 words on the main ideas of the following books.

   1. Winwar - Napoleon and the Battle of Waterloo

   2. Butterfield - Napoleon

   3. Wheeler - Napoleon

SECTION 5 - The Industrial Revolution

Behavioral Objectives

1. After completing your prescribed course of study, you will be able in small groups to discuss what the Industrial Revolution was and the causes of the Industrial Revolution.

2. After completing your prescribed course of study, you will be able on a test to discuss how the Industrial Revolution began and spread. This should include:
   1. Why it began in England
   2. How it began in the textile industry
   3. The advances that were made in other industries.

3. After completing your prescribed course of study, you will write a one page essay explaining the outstanding features of the Industrial Revolution.

   [This essay will be handed in to your teacher and completed according to the directions for essays on the instruction sheet.]

4. After completing your prescribed course of study, you will explain on a test the changes that took place in agriculture and the results of the Agriculture Revolution.

5. After completing your prescribed course of study, you will write a 200 word essay explaining the results of the Industrial Revolution. This essay should include:
   a. The Economic Results
   b. The Social Results
   c. The Political Results

   [This essay will be handed in to your teacher and completed according to the directions for essays on the instruction sheet.]

RESOURCES 5

(Any resource marked with an X is required)

BOOKS

X Mazour, Men and Nations pp. 439-456

___ Rogers, Story of Nations pp. 279-291

___ Roselle, A World History pp. 445-455

___ Bowditch - Voices of the Industrial Revolution

___ Bachman - Great Inventors and Their Inventions pp. 7-24

Wallbank, Living World History pp. 464-484

AUDIO-TAPES

"The Talking Book" - Men and Nations

FILMSTRIPS

"New Processes and Industrial Development" - cassette

"Natural Resources and Industrial Development" - cassette

SELF-EVALUATION 5

I. Matching

____	1. Eli Whitney	A.	invented the steamboat
____	2. Elias Howe	B.	invented the steam engine
____	3. Robert Fulton	C.	invented the telegraph
____	4. James Watt	D.	invented the telephone
____	5. Samuel Morse	E.	invented the wireless radio
____	6. Alexander Graham Bell	F.	invented the cotton gin
____	7. Marconi	G.	invented the sewing machine

II. True or False.

_____ 1. The Industrial Revolution had economic, political, and social effects, and created a new and different society.

_____ 2. The Industrial Revolution is the term used to describe the changes in industry that resulted from the introduction and use of machinery over the past 200 years.

_____ 3. The Industrial Revolution began in England and spread throughout western Europe.

ADVANCE STUDY 5

The Industrial Revolution and the Decline of Feudalism

1. Write a two page essay analyzing the Industrial Revolution as a problem of historiography. The central question should be how the Industrial Revolution has been viewed by historians.

2. Write a one page essay giving your own ideas on the Industrial Revolution.

3. In a two minute oral report to your teacher, discuss the Industrial Revolution in terms of the questions listed below:

   a. Does the United States conform to Adam Smith's ideas on a free-enterprise?

   b. What restrictions are there on the free-enterprise system in the United States?

   c. How do monopolies effect a free economy?

   d. How does government enter into the economic system?

4. Construct a bulletin board illustrating the transformation of the American environment by industrialization.

Books - Write a book report of 150-200 words on the main ideas of <u>one</u> of the following books:

1. Latham - <u>Story of Eli Whitney</u>
2. Shippen - <u>Mr. Bell Invents the Telephone</u>
3. Coe - <u>Marconi</u>
4. Snow - <u>Samuel Morse</u>

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LAP

LEARNING
ACTIVITY
PACKAGE

SØ 007 S61

THE WORLD AT WAR

Ninety Six High School
Ninety Six, S.C.

SOCIAL STUDIES 104

REVIEWED BY JSR

LAP NUMBER 15

WRITTEN BY J. Burgdorf

RATIONALE

This Lap is involved with the causes and prevention of international wars. The growth of totalitarian governments is also stressed. Special attention is given to the concepts of nationalism, imperialism, and colonialism. The interdependence of nations is also strongly stressed.

Instructions

Testing

1. Progress Test - After Section No. 2
2. LAP Test - After Section No. 4

Activities

1. Essays, must be written as follows:
   A. Use ink or typewriting
   B. Use correct grammar, spelling and punctuation
2. Maps must be neatly drawn and/or labeled
3. Charts must be neatly drawn and/or labeled
4. Head all work handed into your teacher according to the acceptable form allowed in your English classes.

Advanced Study

1. May be done for extra credit
2. See your teacher before beginning an advanced study projec
3. All written advanced study must be completed neatly using correct English

Section I - Growing Nationalism

BEHAVIORAL OBJECTIVES

1. After completing your prescribed course of study, you will be able on a test to explain in detail how nationalism has been a unifying force in Italy in terms of:

   (1) Napoleanic Rule
   (2) Austrian Rule
   (3) Unifying Forces
   (4) Forces Hindering Unification
   (5) Final Unification of Italy
   (6) Problems after Unification

2. After completing your prescribed course of study, you will be able in a 200 word essay to explain how nationalism has been a unifying force in Germany in terms of:

   (1) Unifying Influences
   (2) Obstacles to Unification
   (3) Early Steps Toward Unification
   (4) Creation of a German Nation
   (5) Government of the German Empire
   (6) Domestic Affairs in Germany
   (7) Foreign Affairs

   This essay will be handed in to your teacher and completed according to the directions for essays on the instruction sheet.

3. After completing your prescribed course of study, you will be able in small group discussions to explain how Nationalism has been a disruptive force of the Austrian Empire in terms of:

   (1) The establishment of Austria-Hungary
   (2) Foreign policy of Austri-Hungary
   (3) The Coming of World War I
   (4) The disruption of the Austro-Hungarian Empire

Section I - Resources

(Any resources marked with an X are required)

Books

__X__ Mazour, Men and Nations, pp. 478-506 ,584-607.

__X__ Rogers, Story of Nations, Chapter 74

_____ Roselle, A World History, Chapter 20

_____ Leinwold, The Pageant of World History, Chapter 21

_____ Habberton, World History and Culture, pp. 404-412

__X__ Wallbank, Living World History, pp. 446-460

_____ Fish, The Rise of the Common Man (History of American Life VI)

_____ Petrovich, The Human Achievement, pp. 217-235

Audio-Tapes

"The Talking Book" - Men and Nations

Filmstrips

__X__ Toward European Unity

_____ Keystones of European Unity

_____ "Near East Puzzle"

_____ "America as a World Power before 1918

Section I - Self-Evaluation

True or False:

_____ 1. Nationalism has been a unifying force in world affairs.

_____ 2. When Napoleon conquered Italy from Austria, he established a "Kingdom of Italy" in the Po Valley.

_____ 3. After the Congress of Vienna, Italy again was broken up into small states, all under the control of Austria.

_____ 4. Unification solved all of Italy's problems and satisfied all the hopes of the nationalist.

_____ 5. There was a lack of political unity among the German people.

_____ 6. Under the leadership of Otto Von Bismarck, Prime Minister of Prussia, Germany was finally unified.

_____ 7. The force of nationalism, which served to unify Germany and Italy, led to the dissolution of the Austrian and Turkish Empire.

_____ 8. In 1867, the Hapsburg rulers of Austria were found to create the dual monarchy of Austria-Hungary consisting of the Empire of Austria and the Kingdom of Hungary.

_____ 9. Until his dismissal by Kaiser William II in 1890, Bismarck's foreign policy was guided by a strong nationalism.

Section I - Advance Study

1. Write a one page report on Italian history in the last hundred years. This should make you better understand the continuity of Italian development from unification to today.

2. Draw a poster for the bulletin board advocating Italian unification.

3. Three students might draw large maps showing the development of German unification.

4. Read Burchell's Age of Progress, "Nations Made by Blood and Iron" and write a one page essay on the results of nationalism in the nineteenth century.

Section II - Imperialism

BEHAVIORAL OBJECTIVES

1. After completing your prescribed course of study, you will be able in small group discussions to explain how old imperialism developed from the standpoint of the reasons for the Old Imperialism and the decline of the Old Imperialism.
2. After completing your prescribed course of study, you will explain in a 200 word essay how modern imperialism rose.

   This essay will be handed in to your teacher and completed according to the directions for essays on the instruction sheet.
3. After completing your prescribed course of study, you will discuss on a test how Africa became a field of Imperialism.

4. After completing your prescribed course of study, you will in small group discussions explain how Imperialism affected the Far East. This should include:

   1. How China became a victim of imperialism and how they were partitioned by the great powers.
   2. How did Japan avoid becoming a victim of imperialism.
   3. How have other areas of the Far East become victims of imperialism.

Behavioral Objectives con't

5. After completing your prescribed course of study, you will on a test explain the status of imperialism in the Modern World. This should include:

    1. Has imperialism been good or bad
    2. How has imperialism declined
    3. What problems have developed
    4. Is imperialism dead

Section II - Resources

(Any resources marked with an X are required)

Books

__X__ Mazour, Men and Nations, pp. 529-566, 584-607

_____ Petrovich, The Human Acievement, pp. 217-235.

__X__ Rogers, Story of Nations, Chapter 74.

_____ Roselle, A World History

__X__ Wallbank, A Living World History, pp. 530-549.

_____ Habberton, World History and Culture, pp. 404-412.

_____ Leinwold, The Pageant of World History, Chapter 21.

Audio-Tape

_____ "The Talking Book" - Men and Nations

Filmstrips

__X__ "Near East Puzzle"

"Africa - Explosive Continent"

Section II - Self-Evaluation

I. Fill in the blanks.

1. The control of one country or area by another is usually referred to as _____.
2. Historians usually call the period of empire-building before the Industrial Revolution the _____.
3. Four types of imperialistic control are:
   (1) (3)
   (2) (4)
4. Very little interest was shown in Africa until the second half of the nineteenth century; as a result of this it was known as the _____.
5. China existed in isolation for centuries; _____, was built in the third century B. C. to keep out invaders from the north.
6. Unlike the Chinese, the _____ proved to be flexible enough to avoid becoming victims of imperialism.
7. Imperialism, or _____ as it is sometimes called, appears to be in retreat on the world scene.

II. True or False

_____ 1. The United States and the Soviet Union, involved in the cold war and anxious to gain support, have charged each other with imperialistic tendencies.

_____ 2. The rapid decline of imperialism has created several major problems.

Section II - Advance Study

1. Several students might read Betts' The Scramble for Africa and discuss their reading in small groups or with the teacher.
2. After doing research on the subject of imperialism, write a one page essay on whether imperialism was beneficial or detrimental to Africa.
3. Write an imaginary newspaper editorial about imperialism. Select a Western European country and write one editorial advocating imperialist ventures for that country and another condemning them.
4. Make a large map of the Far East showing the impact of imperialism on the area.
5. Prepare a two-minute oral report which will be given to your teacher on the westernization of Japan.

Section III - World War I

BEHAVIORAL OBJECTIVES

1. After completing your prescribed course of study, you will discuss in small groups the basic causes of World War I in terms of:

    1. Nationalism
    2. Imperialism
    3. Militarism
    4. The system of alliances
    5. International Anarchy

2. After completing your prescribed course of study, you will be able on a test to explain incidents that started World War I.

3. After completing your prescribed course of study, you will be able in small group discussion to explain reasons that prompted the United States to enter World War I.

4. After completing your prescribed course of study, you will be able on a test to explain the military highlights of World War I.

5. After completing your prescribed course of study, you will be able to discuss in detail the treaties that ended World War I. This should include:

    1. The Fourteen Points
    2. The Secret Freaties
    3. The Treaty of Versailles

    This essay will be handed in to your teacher and completed according to instructions on the instruction sheet.

6. After completing your prescribed course of study, you will be able on a test to explain in detail the results of World War I. This should be discussed from the standpoint of:

    1. The Political effects
    2. The Cost of the War
    3. The Economic Effects
    4. The Social Effects

Section III - Resources

(Any resources marked with an X are required)

Books

__X__ Mazour, Men and Nations, pp. 584-589,584-607.

_____ Rogers, Story of Nations, Chapter 75

_____ Roselle, A World History

__X__ Wallbank, A Living World History, pp. 572-577

_____ Habberton, World History and Culture, Chapter 29

__X__ Leinwold, The Pageant of World History, Chapter 27

Audio-Tape

"The Talking Book" - Men and Nations

Filmstrips

_____ "A History of the American People - World War II Overseas"

__X__ The United States in the World War"

_____ "The Cry for Reform and Equality 1908-1914"

Self-Evaluation - Section III

True or False

_____ 1. The basic, or underlying causes of World War I had their roots in the national and imperialistic rivalries that had developed in the 19th century.

_____ 2. Nationalism created jealousies and hatred between nations.

_____ 3. In an attempt at mutual self-protection the major nations of Europe joined in two systems of alliance.

_____ 4. Austria-Hungary declared war on Serbia on July 28, 1914.

_____ 5. Despite American attempts to stay neutral, the United States moved closer to war as the conflict continued.

_____ 6. The peace treaties that ended World War I were based on two conflicting factors - 14 points and the secret treaties drawn up during the war by the Allies.

_____ 7. The major treaty was the Treaty of Versailles.

_____ 8. The war didn't have any serious effects and didn't create any changes in the world.

_____ 9. The creation of new nations solved some problems of nationalism.

_____ 10. The problems left over from World War I were in some cases the seeds of World War II.

Advance Study - Section III

1. Prepare a large map for the bulletin board similar to the map in the textbook entitled "World War I in Europe, 1914-1918" (p. 594).

2. Write a one page essay on the background of World War I.

3. Students interested in military affairs can prepare a one page essay on some of the important battles of World War I.

4. In order to understand the territorial changes that were made following World War I, draw two political maps - one showing Europe before World War I and the other showing Europe after World War I.

Section IV - Prospects for Lasting Peace

BEHAVIORAL OBJECTIVES

1. After completing your prescribed course of study, you will explain on a test how the League of Nations tried to maintain peace in terms of:

   (a) Purposes of the League of Nations
   (b) Organization of the League of Nations
   (c) How the league tried to prevent war
   (d) The ways the league was successful

2. After completing your prescribed course of study, you will discuss in small groups how and why the league failed.

3. After completing your prescribed course of study, you will explain in a small group the other attempts that were made to keep peace. This should include:

   (a) Disarmament

   (b) Outlawing of war

   (c) The American retreat into isolation

Section IV - Resources

(Any resources marked with an X are required)

Books

__X__ Mazour, Men and Nations, pp. 598-602

_____ Rogers, Story of Nations, Chapter 76

_____ Roselle, A World History

_____ Wallbank, A Living World History, pp. 577-584

_____ Habberton, World History and Cultures, Chapter 30

__X__ Leinwold, The Pageant of World History, Chapter 27

Audio-Tape

"The Talking Book" - Men and Nations

Filmstrips

__X__ "The U. S. and its Alliances

Self-Evaluation - Section IV

Matching

1. Woodrow Wilson
2. League of Nations
3. Geneva Switzerland
4. Kellop-Briand Peace Pact
5. Arbitration

(a) person responsible for 14 points
(b) headquarters of the League of Nations
(c) a policy to prevent war by peaceful settlement
(d) settlement of disputes by a third party
(e) an agreement to outlaw war

True or False

_____ 1. In dealing with the smaller countries, the league had some success in settling disputes.

_____ 2. Disarmanent isn't a good way to prevent war.

_____ 3 What we tend to remember about the League of Nations is that it failed to achieve its primary purpose: to end war.

Advance Study - Section IV

1. The last great peace conference prior to the one in Paris was the Congress of Vienna. In a one page essay compare and contrast the peace conference in Vienna and Paris.

2. "War is a series of catastrophies which result in victory." Take this statement and write a one page essay on how victory on the battlefield was reflected in the Versailles Treaty.

3. Draw a diagram explaining the organizational structure of the League of Nations.

4. Read about the Versailles Peace Conference in The American Heritage History of World War I and write a one page report about it.

Advance Study - Section IV

1. The last great peace conference prior to the one in Paris was the Congress of Vienna. In a one page essay compare and contrast the peace conference in Vienna and Paris.

2. "War is a series of catastrophies which result in victory." Take this statement and write a one page essay on how victory on the battlefield was reflected in the Versailles Treaty.

3. Draw a diagram explaining the organizational structure of the League of Nations.

4. Read about the Versailles Peace Conference in The American Heritage History of World War I and write a one page report about it.

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LAP

LEARNING
ACTIVITY
PACKAGE

S0007 561

"TOTALITARIANISM"

Ninety Six High School
Ninety Six, S.C.

SOCIAL STUDIES 104

REVIEWED BY

LAP NUMBER 16

WRITTEN BY J. B[illegible]gdorf

ADVANCED STUDY

1. Write a one-page essay on Lenin's role in the Russian Revolution.
2. Write a one-page essay discussing the five-year plans that were instituted by Stalin.
3. Study the Soviet Constitution of 1936 and analyze its content in a one-page essay.
4. In Russia, historical circumstances forced the Communist to modify Marxism. Write a one-page essay explaining why this came about.

RATIONALE

This Lap is primarily involved with the postwar years and the actual incidents of World War II. Emphasis is on the causes and prevention of international wars and the growth of totalitarian governments. Special attention is given to the concepts of nationalism, imperialism and colonialism as well as the interdependence of nations.

Instructions

Testing

1. Progress Test - After Section No. 2
2. LAP Test - After Section No. 4

Activities

1. Essays, must be written as follows:
   A. Use ink or typewriting
   B. Use correct grammar, spelling and punctuation
2. Maps must be neatly drawn and/or labeled
3. Charts must be neatly drawn and/or labeled
4. Head all work handed into your teacher according to the acceptable form allowed in your English classes.

Advanced Study

1. May be done for extra credit
2. See your teacher before beginning an advanced study project
3. All written advanced study must be completed neatly using correct English

Section I - Totalitaranism

BEHAVIORAL OBJECTIVES

Communism:

1. After completing your prescribed course of study, you will explain in a small group discussion how Czarist policies created opposition.
2. After completing your prescribed course of study, you will be able on a test to explain how the revolutionary movements grew before 1917 and how the Revolution overthrew the Czar's government.
3. After completing your prescribed course of study, you will explain in a small group discussion how the communist seized power.
4. After completing your prescribed course of study, you will be able on a test to explain how the government of the Soviet Union operates.
5. After completing your prescribed course of study, you will be able in a small group discussion to explain the status of the communist party.
6. After completing your prescribed course of study, you will explain on a test how the Soviet Economic system developed and how the Russian people live.
7. After completing your prescribed course of study, you will explain in a small group discussion the many stages of the Soviet Union's foreign policy.

Section I - Resources

Books

X Mazour, Men and Nations, Chapter 34

_____ Roger, Story of Nations, Part 17

_____ Roselle, A World History, Chapter 37

_____ Colegrove, Democracy versus Communism

_____ Ketchum, What is Communism

_____ Marx, Communist Manifesto

_____ Overstreet, What We Must Know About Communism

_____ Philbrick, I Led Three Lives

Filmstrips

X "The Uneasy Borders of Communism"

_____ "The Anatomy of Communism" - filmstrips and cassettes

Self-Evaluation

True or False

_____ 1. The Czar was an absolute ruler, part of his title was "Autocrat of All the Russians."

_____ 2. While democracy was growing in most of the countries of western Europe, the Old Regime in Russia underwent few changes.

_____ 3. Russian participation in World War I aggrevated the suffering of the Russian people.

_____ 4. In November 1917, the Communists gained control of Russia.

_____ 5. The Soviet Union is composed of 15 republics, operatin under a constitution that was revised in 1936.

_____ 6. The communist party is the only political party permitted in the Soviet Union.

_____ 7. From a backward country, the Union of Soviet Socialist Republics has become one of the world's major industri powers.

_____ 8. Most Russians today have a lower standard of living than they did under the Czars.

_____ 9. Because England and France appeased Nazi Germany in the 1930's, Russia came to fear that she might be left alo to fight Germany if war broke out.

_____ 10. After World War II Russian expansion in eastern and central Europe helped lead to the cold war between the Communist and anti-Communist nations.

ADVANCED STUDY

1. Write a one-page essay on Lenin's role in the Russian Revolution.
2. Write a one-page essay discussing the five-year plans that were instituted by Stalin.
3. Study the Soviet Constitution of 1936 and analyze its content in a one-page essay.
4. In Russia, historical circumstances forced the Communist to modify Marxism. Write a one-page essay explaining why this came about.

Section II - Fascism

BEHAVIORAL OBJECTIVES

1. After completing your prescribed course of study, you will be able in small groups to explain how the Fascist gained power in Italy and how they ruled Italy.
2. After completing your prescribed course of study, you will explain on a test how Fascist Italy tried to become a great world power and what type of government Italy has had since World War II.
3. After completing your prescribed course of study, you will explain in a 200 word essay what conditions in Postwar Germany led to dictatorship.
4. After completing your prescribed course of study, you will be able in a small group discussion to explain how the Nazis rose to power and how the Nazi dictatorship operated.
5. After completing your prescribed course of study, you will explain on a test how the Third Reich expanded over Europe.

Section II - Resources

Books

- X Mazour, Men and Nations, Chapter 34
- ____ Rogers, Story of Nations, p. 122
- X Roselle, A World History, Chapter 38
- ____ Winwar, The Land of the Italian People
- ____ Hersey, Bell for Adano
- ____ Knight, First the Lightning
- ____ Prittie, Germany
- ____ Snyder, Hitler and Nazism
- ____ Shirer, The Rise and Fall of the Third Reich
- ____ Bullock, Hitler, A Study in Tyranny

Filmstrips

- ____ "Comeback for Germany"
- X "Germany Divided"
- ____ "America's Responsibilities in a World Divided

Self-Evaluation

True or False

_____ 1. Taking advantage of crisis conditions, Benito Mussolini led his Fascist Party to control of the Italian government in 1922.

_____ 2. Italy after World War I, faced political and economic problems that made it possible for a dictatorship to arise.

_____ 3. Fascist Italy was a one-party, one-man dictatorship.

_____ 4. In his efforts to restore the ancient glory of Rome, Mussolini turned to imperialism.

_____ 5. In 1946, the Italian people voted to depose the monarchy, and Italy became a republic with a democratic constitution.

_____ 6. The Nazis built in Germany the most thoroughly totalitarian and suppressive dictatorship in modern history.

_____ 7. The Nazis rose out of economic distress and confusion.

_____ 8. The Nazis, led by Adolf Hitler, seized upon the troubles in postwar Germany and came to power "illegally."

_____ 9. Adolf Hitler called his regime the Third Reich, and he promised it would last a thousand years.

_____10. Hitler was unable to build a large army.

Advanced Study - Section II

1. Write an imaginary speech for Mussolini which contains elements of fascist theory.

2. Write a one-page essay discussing the Nazi ideology and the party's organization.

3. A 2-minute oral report can be given to your teacher on Hitler's life, focusing on his personality and beliefs.

4. Mussolini's March on Rome is a good subject for an imaginary newscast that can be given to your teacher.

Section III - World War II

BEHAVIORAL OBJECTIVES

1. After completing your prescribed course of study, you will be able to discuss on a test the basic causes of World War II.
2. After completing your prescribed course of study, you will explain in small groups the steps that led to the war. This should include:

    1. Japanese Aggression Against China
    2. Italian Invasion of Ethiopia
    3. German Remilitarization of the Rhineland
    4. The Spanish Civil War
    5. The Invasion of China proper
    6. Annexation of Austria
    7. The Betrayal of Czechoslovakia
    8. Italian Conquest of Albania
    9. German Annexation of Memel
    10. The Invasion of Poland

3. After completing your prescribed course of study, you will be able on a test to explain how the Nazis "rolled" across Europe.
4. After completing your prescribed course of study, you will be able to explain in a small group discussion how the United States was drawn into the war.
5. After completing your prescribed course of study, you will explain on a test how the Allies won the war in Europe and in the Pacific.
6. After completing your prescribed course of study, you will be able to explain in a 200-word essay how the Allies planned for peace.
7. After completing your prescribed course of study, you will explain on a test how defeated Germany was treated after the war..

Section III - Resources

(Any resources marked with an X are required)

__X__ Mazour, Men and Nations, Chapter 35-36.

_____ Rogers, Story of Nations, pp. 730.

_____ Roselle, A World History, Chapter 40.

_____ Churchill, Gathering Storm

_____ Churchill, Hinge of Fate

_____ Churchill, The Second World War

_____ Snyder, First Book of World War II

_____ Lawson, Thirty Seconds over Tokyo

_____ Sheperd, We Were There at the Battle of the Bulge

Filmstrips

_____ "A History of the American People - World War II"

_____ "The New Face of Japan December 1949."

__X__ "The United States in the Pacific"

Self-Evaluation

True or False

_____ 1. In many ways World War II grew out of World War I.

_____ 2. The actual outbreak of war was the culmination of years of repeated aggressions by the dictators.

_____ 3. Hitler violated the Versailles Treaty by rearming Germany and by sending troops into the demilitarized Rhineland.

_____ 4. World War II was fought on a smaller scale than World War I.

_____ 5. It became obvious to Americans that democracy in Europe was in serious danger, so the policy of isolation was first modified, then abandoned.

_____ 6. On December 7, 1941, Japanese planes attacked the American naval base at Pearl Harbor.

_____ 7. The turning point of the war in Europe came in 1942.

_____ 8. As German armies were being beaten back into Berlin, Adolf Hitler committed suicide, almost as Russian armies entered the city.

_____ 9. The war in the Pacific was primarily an American War.

_____ 10. The Atlantic Conference was a meeting between Prime Minister Churchill and President Roosevelt at which time they issued their war aims.

Advanced Study - Section III

1. Write a one-page report on Japanese expansion in the 1930's.

2. Draw two large maps showing the acts of aggression committed by Germany against Austria and Czechoslovakia.

3. Draw cartoon exposing the Nazi methods of expanding Germany.

4. During World War II Germany introduced the blitzkrieg. Explain in a one-page essay Hitler's new technique of warfare.

5. Write a one-page essay on the United States' involvement in the war prior to the attack on Pearl Harbor.

SP 007 561

LEARNING
ACTIVITY
PACKAGE

NEW WORLD SETTLEMENT AND COLONIAL GROWTH

Ninety Six High School
Ninety Six, S.C.

SOCIAL STUDIES 104

REVIEWED BY

_____

LAP NUMBER 17

WRITTEN BY Tommy Campbell

Revised By Mrs. Burgdorf

41973 4

INSTRUCTION SHEET

Requirements:

Testing:

1. Progress Test - (To be taken after the Second Section,)
2. LAP Test - (To be taken after the Third Section. The majority of the questions on the LAP Test will be taken from the Second and Third Sections, but you will be responsible for material in Section 1.)

Activities:

1. Essays must be written as follows:
   A. Use ink or typewriting
   B. Use correct grammar, spelling, and punctuation
2. Maps must be neatly drawn and/or labeled
3. Charts must be neatly drawn and/or labeled
4. Head all work handed into your teacher according to the acceptable form allowed in your English classes.

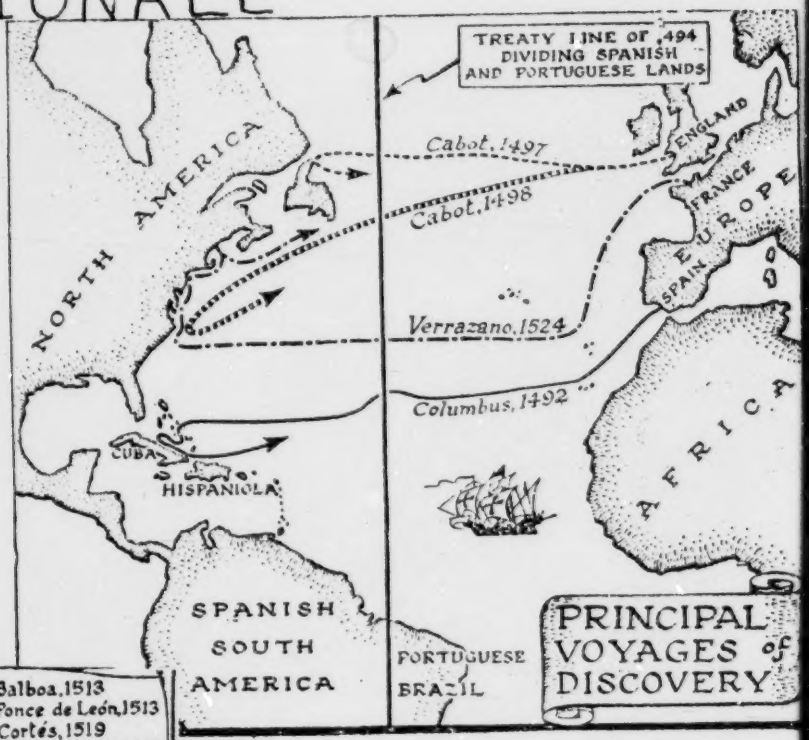
Advanced Study:

1. May be done for extra credit
2. See your teacher before beginning an Advanced Study Project
3. All written Advanced Study must be completed neatly using correct English.

RATIONALE

FROM 1400s

THROUGH



TO 1763

Section I - Europeans Explore the New World

Behavioral Objectives:

1. After completing your prescribed course of study, you will be able to identify on a test the following explorers in terms of the country they represented and the territory which they explored.

a. John Cabot	f. Cartier
b. Columbus	g. Ponce de Leon
c. Verrazono	h. De Sota
d. Sir Humphrey Gilbert	i. Coronado
e. Sir Walter Raleigh	j. Amerigo Vespucci

2. After completing your prescribed course of study, you will be able on a test to locate the colonial possessions in North America of each of the following countries:

   (a) England (b) France (c) Spain

3. After completing your prescribed course of study, you will be able to explain in small group discussions why Europeans settled each of the following:

   (a) Carolina's (b) Hudson River Valley (c) Ohio Valley (d) New England

4. Upon completing your prescribed course of study, you will be able to write a 1-2 page essay on the purposes behind the exploration of the New World. This will be handed in to your teacher and completed according to the directions on essays on the instruction sheet.

5. After completing your prescribed course of study, you will be able on a test to match the following men with colonies they founded.

___ Virginia	a) James Oglethorpe
___ Georgia	b) London Company
___ Rhode Island	c) Roger Williams
___ Connecticut	d) William Penn
___ Pennsylvania	e) Thomas Hooker

Unless otherwise indicated, fulfillment of these Behavioral Objectives will be on the PROGRESS TEST and/or LAP TEST.

Resources:
Reading:

___ United States History, Chapter 1, pp. 14-28
___ America - Land of Freedom, Chapters 1 and 2, pp. 3-46; 51.
___ The American Story, Chapter 1, pp. 3-15.
___ Rise of the American Nation, chapters 1 and 2

Audio - Video:

___ Audio-tape "The Talking Book: United States History Chapter 1, pp. 14-28

Filmstrips:

___ The Age of Exploration ___ Voyage and Discovery ___ English Sea Dog

Film: ___ France in the New World 2

SELF EVALUATION I

I. Draw a rough scale map of North America and indicate the colonial possessions of England and France.

II. Match the following explorers with the country for which they sailed.

___	1. John Cabot	A.	England
___	2. Columbus	B.	France
___	3. Cartier	C.	Spain
___	4. De Soto		
___	5. Amerigo Vespucci		

ADVANCED STUDY

1. After reading the main idea in the book, He Went With Christopher Columbus, by L. A. Kent; and those of Chapter 1 of United States History, write a newspaper account, with headlines, that might have appeared in a Spanish newspaper when Columbus returned from his first voyage. The following topics should be included in your article:
   a) outfitting of expedition
   b) date left
   c) events of voyage
   d) discoveries
   e) people and objects brought back to Spain

2. On a sheet of paper 8½ X 11, make a chart on which you will list the thirteen colonies and tell the following about each:
   a) the date settled
   b) by whom it was founded
   c) the MAIN reason for settlement

3. Write a 2 or 3 page book report from one of the following books:
   a. Elizabethan Sea Dogs, Wood, William C.
   b. Scout, Cortez, Robinson, Henry Morton
   c. The First Americans, Wertenbaker, Thomas J.
   d. The Armada, Mattingly, Garrett

BEHAVIORAL OBJECTIVES:

1. After completing your prescribed course of study, you will be able to define the following on a test:

   a. Tidewater
   b. Aristocracy
   c. Sectarian
   d. Bread Colonies
   e. Parliament
   f. Purse strings
   g. naval stores
   h. "salutary neglect"
   i. bicameral
   j. bondage

2. Upon completion of your prescribed course of study, you will be able to write a 1-2 page essay on the different ways of life in the New England, Middle Atlantic, and Southern Colonies.

   This will be handed in to your teacher and graded according to the directions on essays on the instruction sheet.

3. After completing your prescribed course of study, you will (in small groups) be able to discuss the importance of the New World trade to the economic growth of the colonies.

4. After completing your prescribed course of study, you will be able in a small group to compare and contrast the social activities of the following groups of people:

   a) Aristocracy
   b) Middle Class
   c) Lower Class
   d) Indentured Servants

5. After completing your prescribed course of study, you will be able on a test to explain how european culture influenced Colonial North America.

Unless otherwise indicated, fulfillment of these Behavioral Objectives will be on the PROGRESS TEST and/or LAP TEST.

RESOURCES

Readings:

___ United States History, Chapter 2, pp. 43-58
___ America Land of Freedom, Chapters 4 and 5, pp. 61-104
___ The American Story, Chapters 2 and 3, pp. 16-40
___ Rise of the American Nation, Chapters 4 and 5, pp. 61-92

Audio-Video:
___ Audio-Tape "The Talking Book: United States History", Chapter 2, pp. 43-58.

Filmstrips:
___ Colonial New England
___ Colonial Home Life
___ Salem: Hub of Colonial Commerce and Culture
___ Indian Life

Film:
___ Jamestown

SELF EVALUATION II

I. Identify the following colonies by using N.E. for New England, M.A. fro Middle Atlantic, and S for Southern.

_____ A. Maryland

_____ B. Rhode Island

_____ C. Virginia

_____ D. Pennsylvania

_____ E. Georgia

_____ F. New York

II. Match the following terms with their definitions:

___ 1. "salutary neglect"

___ 2. Bread Colonies

___ 3. Purse strings

___ 4. Duty

a) Middle Colonies

b) money collected by law on the import or export of goods

c) no attempt to enforce the Molasses Act

d) ways to control the royal governor

ADVANCED STUDY

1. Draw a map free-handed that includes all countries that were involved in the Triangular Trade route. You will also write a paper and explain the part each country played in the trade.

2. Prepare a paper of at least 2 - 3 pages on the different kinds of schools in the colonies and what each was like.

STOP!! SEE YOUR TEACHER FOR THE PROGRESS TEST.

Section III - British Domination in North America

BEHAVIORAL OBJECTIVES:

1. After completing your prescribed course of study, you will be able to identify the following on a test.

   a) Marquette
   b) George Washington
   c) General Edward Braddock
   d) James Wolfe
   e) Marquis de Montcalm
   f) Jeffery Amherst
   g) Deganawidah

2. After completing your prescribed course of study, you will be able to (in small groups) discuss the events leading up to the French and Indian conflict.

3. Upon completion of your prescribed course of study, you will be able to explain on a test how the war changed after William Pitt became Secretary of State of England.

4. After completing your prescribed course of study, you will be able to write a 1-2 page essay on the Treaty of Paris, 1763. This should also include the provisions of the treaty. This will be handed in and graded by your teacher according to the directions on essays on the instruction sheet.

5. After completing your prescribed course of study, you will be able in small groups to discuss how the British victory in the French and Indian War has effected our life in America today.

Unless otherwise indicated, fulfillment of these Behavioral Objectives will be on the PROGRESS TEST and/or LAP TEST.

RESOURCES

Reading:

X United States History - Chapter 1 - pp. 26-32
Chapter 2 - pp. 62-68
___ America Land of Freedom - Chapter 4, p. 74
Chapter 8, pp. 143-148
___ The American Story - Chapter 5 - pp. 53-55
___ Rise of the American Nation - Chapters 3 and 4
X Documents of American History - H. S. Comager, pp. 43-44

Audio-Video:

___ Audio-Tape "The Talking Book: United States History Chapter 1 - pp. 26-37, Chapter 2 - pp. 62-68."

Filmstrips:

X The English Settlements and Colonial Conflicts

___ Rise and Fall of New France

SELF EVALUATION III

I. Match the following:

___ 1. Jeffrey Amherst

___ 2. Marquis de Montcalm

___ 3. Marquette

A. explored the Mississippi River

B. British general who captured the French Fort Louisburg

C. killed at Battle of Quebec

II. List three events that led up to the French and Indian War.

III. True or False.

_____ 1. The French and Indian War was fought between France and England.

_____ 2. The French and Indian War in Europe was called the Seven Year's War.

_____ 3. After the French and Indian War, England was the only major power remaining in the New World.

_____ 4. Under the leadership of William Pitt, the British Empire became victorious over France.

ADVANCED STUDY

1. Prepare a paper of 2-3 pages on the Battle of Quebec, which was the last great battle of the French and Indian War. Tell who were the important leaders of the battle and what happened to them.

2. Make a chart showing and/or comparing the life of a pioneer farmer in colonial times with that of a farmer of today.

3. Make a written book report of 2-3 pages on one of the following books.
   a) Northwest Passage - Rober, Kenneth
   b) Last of the Mohicans - Cooper, James Fenimore
   c) Calico Bush - Field, Rachel
   d) Mounted Messenger - Meigs, Cornelia
   e. Big Knife: The Story of George Rogers Clark- Wilson. W. E.

SEE YOUR TEACHER FOR THE LAP TEST.

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LAP

LEARNING
ACTIVITY
PACKAGE

SØ 007 561

THE REVOLUTION AND THE BIRTH OF A NATION

Ninety Six High School
Ninety Six, S.C. 1001

AMERICAN HISTORY 10

REVIEWED BY

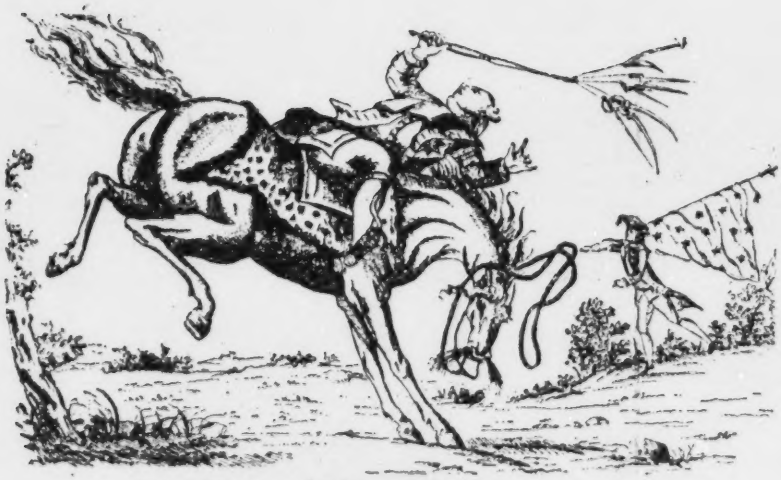
LAP NUMBER 18

WRITTEN BY Mary Ann Franklin
Revised By Mrs. Burgdorf

41973 4

RATIONALE

OUT OF THE MANY



THE HORSE AMERICA, *throwing his Master.*

The rider is Lord North, British Prime Minister, represented with a whip of swords. Note the Frenchman in the background. A British cartoon in the New York Public Library

ONE

LAP 18

INSTRUCTION SHEET

Requirements:

Testing:

1- Progress test- to be taken after SECTION # 2.

2- LAP Test- to be taken after SECTION # 4. (The majority of the questions will be taken from SECTIONS 3 and 4, but you will be responsible for the material in Sections 1 and 2 !!)

Activities:

1- Essays must be written as follows:

A- Use ink or type write.

B- Use correct grammar, spelling and punction.

2- Maps must be neatly charted and/or labeled.

3- Head all work handed in to your teacher according to the acceptable form allowed in your English classes.

Advanced Study:

1- May be done for extra credit.

2- See your teacher before beginning one of these projects.

3- All written Advanced Study must be completed using CORRECT English.

Section I Causes of the American Revolution

Behavioral Objectives

1. Upon completion of your prescribed course of study you will be able to explain how the colonies and Great Britain differed on their views concerning payment of the French and Indian War debt.
2. Upon completion of your prescribed course of study you will be able to define the Mercantile Theory AND explain how it was a cause of the Revolution.
3. Upon completion of your prescribed course of study you will be able to explain the term "Taxation without Representation" (as it applied to the colonies).
4. Without the aid of references you will be able to identify and discuss at least 4 of the following Parliamentary Acts relating to the colonies:

   A- Colonial Currency Act (1764) *

   B- Sugar Act (1764) *

   C- Quartering Act (1765) *

   D- Stamp Act (1765) *

   E- Townshend Act (1767) *

   F- Intolerable Acts (1774) *

   * dates are important !!!
5. After completing your prescribed course of study you will be able to write at least a 2 page essay on COLONIAL REACTION to the Parliamentary Acts passed by Great Britain from 1764-1774. This will be handed into your teacher and graded according to the directions for essays on the IN_-STRUCTION SHEET.

Unless otherwise indicated, fulfillment of these Behavioral Objectives will be on the PROGRESS TEST and/or LAP TEST.

RESOURCES AND READINGS

To read: (x indicates required)

__x__ United States History, Chapter 3, pps. 61-81.

____ The American Pageant, Chapter 5, pps. 84-98.

____ America Land of Freedom, Chapter 8,pps. 146-161

____ Rise of the American Nation, Chapter 6, pps. 95-108.

To listen to: CASSETTE TAPE

__x__ Lecture on mercantilism

____ "Talking book: United States History, Chapter 3, pps. 61-81"

Films:

____ French and Indian War

____ Seeds of the Revolution (1763-1775)

SELF-EVALUATION SECTION I

1- Match the following terms with their definitions.

____Taxation without representation

____Mercantile Theory

____ Sugar Act

____ Boston Massacre

____ Gaspee Incident

a. The colonies exist for the sole benefit of the Mother Country.

b. Intended to break up the illegal colonial molasses trade.

c. Incident involving colonist and soldiers in which several persons were killed and others wounded.

d. Revenue levied without direct consultation

e. Incident in which a British revenue cutter was boarded by colonists and later burned.

2. Write TRUE if the following were CAUSES OF THE REVOLUTION or FALSE if they were not.

___ Sheep must not be raised in the colonies.

___ Taxation without Representation.

___ Guns in the colonies must be registered.

___ Tea must not be served cold.

___ Boston Massacre.

___ Britain's ignorance of the colonial point of view.

ADVANCED STUDY

1. One or several students may participate in the preparation of a bulletin board pictorally illustrating the causes of the American Revolution.
2. Make a model of the Gaspee- a British revenue cutter- for class disply.
3. Sketch the Boston Massacre on Poster Board for class display. There is an example on page 70 of your prescribed text.
4. In at least a 5 page essay discuss the causes of the American Revolution IN YOUR OWN WORDS— show original thinking throughout. Did the people have a right to revolt?
5. On page 64 of United States History you will find a map of the "Proclamation Line of 1763." ~~Prepare a large freehand drawing of the map.~~ and a cassette tape explaining the proclamation.

SECTION II THE CONFLICT OF LOYALTIES

Behavioral Objectives

1. After completion of your prescribed course of study you will be able to distinguish those ideas held by a TORY from those held by a PATRIOT.
2. After reading "The Stamp Act" in The American Revolution, you will be able to compare the position of John Adams and Patrick Henry regarding that act.
3. After reading "The Case of Oliver Wiswell" in The American Revolution, you will be able to make a Logical defense of one of the following statements:
   (a) "Oliver Wiswell was a patriot."
   (b) "Oliver Wiswell was a traitor."
4. After reading "Incident at Pettus Bridge" in the American Revolution, you will be able in small group discussions to compare and contrast the Stamp Act case and the Selma Case in light of:
   (a) seriousness of grievances.
   (b) opportunities to have grievances heard by established authorities.
   (c) protest methods employed.

Unless otherwise indicated fulfillment of these Behavioral Objectives will be on the PROGRESS and/or LAP TEST.

RESOURCES AND READINGS

To read: (x indicates required)

__x__ United States History, Chapter 3,pps. 63-81

__x__ "The Stamp Act" in The American Revolution p. 16.

__x__ "The Case of Oliver Wiswell" in The American Revolution, p.42.

__x__ "Incident at Pettus Bridge" in The American Revolution, p.55

__x__ The American Pageant, Chapter 6, pps.105-111.

___ America Land of Freedom, Chapter 9, pps. 169-171.

To listen to: CASSETTE TAPE

___ Talking book: "The Conflict of Loyalties"

__x__ Lecture on "Some Prominent Loyalists"

SELF-EVALUATION SECTION II

1. Before each of the following statements you will place either "T" (for Tory) or "P" (for Patriot).

___ "a King... degenerated into a Tyrant... forfeits all rights to his subjects' obedience."

___ "I will apply for a position as a stamp agent."

___"Parliament does not have the right to impose internal taxes for revenue upon the colonies because they are not effectively represented in Parliament."

___"As a member of the New York assembly, I refuse to vote money to quarter the British troops."

2. Before each of the following men, place "T" for Tory and "P" for Patriot.

___ Daniel Leonard

___Samuel Adams

___ Josiah Quincy

___ James Rivington

___ Jonathan Boucher

___ Patrick Henry

ADVANCED STUDY

1. Prepare a summary on a cassette tape of at least 4 RECENT magazine or newspaper articles that illustrate VARIOUS methods of protest today. Compare briefly with them those methods used during the Revolution.
2. Prepare a written report of at least 2 pages on one famous LOYALIST and one famous PATRIOT. In your report, compare and contrast views of each.
3. Write an original essay of at least 3 pages on LOYALTY to one's country today.
4. Prepare a series of original cartoons depicting the plight of the LOYALIST in Revolutionary America contrasted with the plight of a modern dissenter in the U. S. today.
5. Participate in a panel discussion on the role of dissent in activating governmental reform today.
6. Write an original essay of at least 2 pages in which you will support one of these two conflicting themes:
   A. One must always obey the LAW.
   B. There is sometimes justification for DISOBEYING laws.

STOP SEE TEACHER FOR THE PROGRESS TEST

SECTION III THE DRIVE FOR INDEPENDENCE

Behavioral Objectives

1. Upon completion of your prescribed course of study you will be able to analyze the importance of the 1st and 2nd Continental Congresses and the Continental Association in igniting the drive toward INDEPENDENCE.
2. Upon completion of your prescribed course of study you will be able to discuss the significance of LEXINGTON and CONCORD to both the British and the Colonials.
3. Upon completion of your prescribed course of study you will be able to cite ideas from Thomas Paine's Common Sense which helped spark the drive for INDEPENDENCE.
4. Upon completion of your prescribed course of study you will be able to explain the purpose of the Declaration of Independence AND name those men instrumental in its formation.

Unless otherwise indicated fulfillment of these Behavioral Objectives will be on the PROGRESS TEST and/or LAP TEST

To read: (x indicates required)

x United States History, Chapter 3, pps.81-87.

___ The American Pageant, Chapter 6,pps.107-109.

x Documents of American History, H.S. Commager, pps. 82-87, pps. 89and 90.

___ America Land of Freedom, Chapter 9.

___ Documents of American History, H.S. Commager, pps. 100-103 "The Declaration of Independence."

To listen to: CASSETTE TAPE

___ "Talking Book: "The Drive for Independence' "

To view: FILMSTRIP

___ The War from Lexington to Princeton

SELF-EVALUATION SECTION III

1. Matching: Place the letter of the phrase that best goes with each man in the blank provided.

____ Thomas Paine

____ Joseph Galloway

____ Paul Revere

____ John Hancock

A-"Plan of proposed union between Great Britain and the Colonies."

B- Declaration of Independence

C- Common Sense

D- Famous ride to Lexington

2. Write yes if the following statements express the ideas of Thomas Paine in Common Sense; write no if they do not.

____ Common Sense denounced British legislation and monarchical rule.

____ England is our home and the colonies must obey the king.

____ Whatever Parliament declares is right, the colonies must follow.

____ Providence designed the colonies as the nucleus of a great nation.

ADVANCED STUDY

1. Write an original essay of not less than 2 pages on "The Shot Heard 'Round the World."

2. On page 83 of United States History there is a map routing the British and American lines in relation to Lexington and Concord. Make a freehand drawing of this map on poster board for class display.

3. Choose one of the following themes and write an original essay of no less than 2 pages:
   A- Thomas Paine's Common Sense would be an effective method of protest today.
   B- Thomas Paine's Common Sense would be ineffective as a method or protest today.

4. In an essay of at least 2 pages compare the methods and procedures of the Continental Congresses with those methods employed by our modern Congress.

5. In an essay of no less than 2 pages explain how the Declaration of Independence helped UNITE colonial opposition to Britain.

SECTION IV WINNING OUR INDEPENDENCE

Behavioral Objectives

1. After completion of your prescribed course of study you will be able to explain the importance (in terms of winning our Independence) of the Franco-American Alliance of 1778.
2. After completion of your prescribed course of study you will be able to analyze the significance of Trenton and Princeton AND the tactics used in fighting of the battles.
3. After completion of your prescribed course of study you will be able to:
   A- On an outline map supplied by your teacher, chart the 3 directions of and name the 3 leaders of Burgoyne's Three-Pronged Attack.*
   B- In a one-page report analyze the proceedings of the three-pronged attack in light of why it failed.*

   *Both this MAP and REPORT will be completed according to the directions for maps and essays on the INSTRUCTION SHEET and handed in to your teacher for grading.
4. After completion of your prescribed course of study you will be able to:
   A- Describe the waging of the war in the South.
   B- Name the major military leaders both British and American and the battles they were instrumental in.
5. After completion of your prescribed course of study you will be able to list the important provisions of The TREATY OF PARIS, 1783, found on page 94 of United States History.

6. After completion of your prescribed course of study you will be able to compare and contrast the advantages and disadvantages of both the British and the Americans in terms of their ability to fight the American Revolution.

Unless otherwise indicated fulfillment of these Behavioral Objectives will be on the PROGRESS and/or LAP TEST.

RESOURCES AND READINGS

To read: (x indicates required)

__x__ United States History, Chapter 3, pps. 87-94.

____ The American Pageant, Chapter 5, pps. 98-108, pps. 111-123.

____ America Land of Freedom, Chapter 10.

To listen to: CASSETTE

____ "Talking Book: United States History, Chapter 3, pps. 87-94.

__x__ Wollensak Teaching Tape: Revolutionary War : Military Campaign.

To see: FILMSTRIPS

____ The War from Saratoga to Valley Forge

____ The War at Sea

____ The War in the South

SELF-EVALUATION SECTION IV

1. Matching: Place the letter of the pharse that best goes with each man in the blank provided.

____ Francis Marion	A- British Commander
____ Ethan Allen	B- "Green Mountain Boys"
____ Banastre Tarleton	C- American Commander in Chief
____ George Washington	D- "Swamp Fox"

2. In the blanks provided, write yes if the listing is a British ADVANTAGE in the Revolution; write no if it is not:

____ MONEY

____ MERCENARIES

____ FRENCH

____ TORIES

ADVANCED STUDY

1. Using the following theme, write an essay of not less than 2 pages:
   Can the Revolutionary War be considered not only a war for independence but both a civil and world war, too?
2. Form a panel (group) in which you will discuss the importance of the Franco-American Alliance of 1778 in terms of whether such an alliance would work today
3. Make a model of John Paul Jones' ship, Bonhomme Richard, for class display.
4. Write an essay of not less than 2 pages on the financial problems Congress faced during The Revolutionary War and what actions were taken to overcome this.
5. Make an oral book report to the teacher on the book: George Washington, U. S. President, 1732-1799 by Jeanette Eaton.

SEE YOUR TEACHER FOR THE LAP TEST